32d Annual Report

OF THE

Board of Education

City of Newark, N. J.

1888

THIRTY-SECOND ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

OF THE CITY OF NEWARK,

FOR THE YEAR 1888,

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF THE CITY SUPERINTENDENT; REFERENCE AND STATISTICAL TABLES; THE RULES OF THE BOARD, AND REGULATIONS FOR THE SCHOOLS.

NEWARK, N. J.:
L. J. HARDHAM, Printer and Binder, 243 & 245 Market Street.
1889.

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PART I.

REPORT OF THE BOARD OF EDUCATION.

BOARD OF EDUCATION.

1889.

EDWARD GOELLER, *President.*

GEORGE W. CASE, *Secretary,*
25 Hillside avenue.

ELWOOD I. SHURTS, *Ass't Secretary,*
179 Walnut street.

WM. N. BARRINGER, *City Superintendent,*
1142A Broad street.

WM. M. FREEMAN, *Superintendent of Erection and Repairs,*
265 Academy street.

MEMBERS.

Ward.	*Name.*	*Place of Business.*	*Place of Residence.*
1st	FAYETTE SMITH,	14 Washington place,	14 Washington pl.
	JOHN P. CONTRELL,	Clark Thread Co.,	31 Burnet street.
2d	KARL MEYER,	New York City,	117 William street.
	CORNELL W. BRADLEY,	133 Academy street,	133 Academy street.
3d	S. ROSWELL WARD,	951 Broad street,	18 Court street.
	SAMUEL H. BALDWIN,	800 Broad street,	608 High street.
4th	EDWARD GOELLER,	17 Centre Market,	41 Park street.
	JAMES MCKINNEY,	U. S. Int. Rev. Dept.,	82 Park place.
5th	JAMES P. MCKENNA,	233 N. J. R. R. avenue,	107 Bruen street.
	LOUIS A. ZIEGLER,	800 Broad street,	135 Jefferson street.
6th	JOHN BREUNIG,	270 Springfield avenue,	260 Springfield ave.
	JOHN B. OELKERS,	24 & 26 Mechanic st.,	62 Thirteenth ave.
7th	MATTHEW H. THORNTON,	196 Market street,	23 Bruce street.
	DANIEL A. SULLIVAN,	803 Broad street,	257 Academy street.
8th	JAMES A. BACKUS,	5 Jacob street, N. Y.,	291 Broad street.
	CHARLES F. BOND,	McKirgan Oil Co., ft. 3d av.,	83 Washington ave.
9th	JAMES F. BLESS,	173 N. J. R. R. avenue,	1082 Broad street.
	WILLIAM H. DOBBINS,	940 Broad street,	940 Broad street.
10th	ELIAS P. ILIFF,	95 Pacific street,	23 Pacific street.
	CHAS. H. ROBINSON, JR.,	150 South street,	150 South street.
11th	ANDREW W. BRAY,	740 Broad street,	29 Gould avenue.
	GUSTAV EISELE,	43 Hunterdon street,	43 Hunterdon st.
12th	HENRY C. KLEMM,	240 Market street,	163 Lafayette street.
	JOHN P. TURBETT,	44 Madison street,	18 Downing street.
13th	WILLIAM GRAAH,	44 Broome street,	44 Broome street.
	JOHN J. BERTRAM,	Waldman's Opera H'se,	85 Baldwin street.
14th	JAMES L. HAYS,	745 Broad street,	104 Clinton avenue.
	L. EUGENE HOLLISTER,	138 Clinton avenue,	138 Clinton avenue.
15th	JOHN KREITLER,	260 Orange street,	260 Orange street.
	ALFRED BAECHLIN,	240 Orange street,	240 Orange street.

STANDING COMMITTEES.

1889.

FINANCE—Robinson, Ward, McKenna, Graah, Bray, Contrell, Bradley.

ACCOUNTS—Backus, Baechlin, Bertram.

SCHOOL HOUSES—Klemm, Baldwin, McKenna, Thornton, Backus, Kreitler, McKinney.

REPAIRS - McKenna, Klemm, Eisele, Kreitler, Oelkers.

HEATING—Graah, Bless, Oelkers, Sullivan, Bond.

TEACHERS—Hays, Robinson, Bless, Baldwin, Ziegler, Graah, Klemm.

NORMAL AND TRAINING SCHOOL—Meyer, Bless, McKinney, Turbett, Hollister.

HIGH SCHOOL—Breunig, Hays, Dobbins, Meyer, Sullivan.

EVENING SCHOOLS—Turbett, Smith, Meyer, Baechlin, Bray.

COLORED SCHOOL—Bray, Smith, Iliff, Hollister, Bond.

INDUSTRIAL SCHOOLS—Eisele, Smith, Baechlin.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Ziegler, Baldwin, Hays, Robinson, Dobbins, Breunig, Bertram.

FURNITURE AND SUPPLIES—Thornton, Ward, Turbett.

SANITARY REGULATIONS—Iliff, Bradley, Hollister.

RULES AND LEGISLATION—Contrell, Breunig, Eisele, Ziegler, Thornton.

STATISTICAL RECORD

OF THE

Board of Education of the City of Newark,

FOR THE YEARS 1888 AND 1889.

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED RESPECTIVELY.

HARRISON VAN DUYNE.....1872 (5 mos)-3 (8 mos.)-85-6-7-8
JAMES L. HAYS.....1876-7-8-9-80-1-2-3-4-5-6-7-8-9
EDMUND L. JOY.....1877-8-9-80-1-2-3-4-5-6-7-8
EDWARD GOELLER.....1878-9-80-1-2-3-4-5-6-7-8-9
SAMUEL H. BALDWIN.....1881-2-3-4-5-6-7-8-9
EDWARD MAHER.....1883-4-5-6-7-8 (6 mos.)
JOHN H. HINES.....1883-4-5-6-7-8
HENRY ELCOX.....1884-5-6-7-8 (2 mos.)
JOHN P. CONTRELL.....1884-5–9
HENRY C KLEMM.....1884 ($2\frac{3}{4}$ mos.)-5-6-7-8-9
GUSTAVE J. WOLBER.....1885-6-7-8
WILLIAM J. LEY.....1885-6-7-8
FREDERICK C. BLANCHARD.....1885-6-7-8
FAYETTE SMITH.....1886-7-8-9
JAMES F. BLESS.....1886-7-8-9
MERRICK MARTIN.....1886 (10 mos.)-7-8
LOUIS A. ZIEGLER.....1886 ($7\frac{1}{4}$ mos.)-7-8-9
WILLIAM H. DOBBINS.....1887-8-9
CHARLES H. ROBINSON, Jr.....1887-8-9
GUSTAV EISELE.....1887-8-9

ARTHUR C. DOUGHERTY.....1887-8
MICHAEL BREEN.....1887-8
KARL MEYER.....1888-9
JAMES P. MCKENNA.....1888-9
JOHN BREUNIG.....1888-9
MATTHEW H. THORNTON.....1888-9
JAMES A. BACKUS.....1888-9
ELIAS P. ILIFF.....1888-9
ANDREW W. BRAY.....1888-9
WILLIAM GRAAH.....1888-9
JOHN KREITLER.....1888-9
S. ROSWELL WARD.....1888 (7 mos.)-9
JOHN P. TURBETT.....1888 (5 mos.)-9
CORNELL W. BRADLEY.....1889
JAMES MCKINNEY.....1889
JOHN B. OELKERS.....1889
DANIEL A. SULLIVAN.....1889
CHARLES F. BOND.....1889
JOHN J. BERTRAM.....1889
L. EUGENE HOLLISTER.....1889
ALFRED BAECHLIN.....1889

PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....1851-2-3-4
SAMUEL H. PENNINGTON.....1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....1863 4-5
WILLIAM K. MCDONALD.....1866
FREDERICK W. RICORD.....1867-8-9
EDWIN H. DAWSON.....1870
WILLIAM A. WHITEHEAD.....1871
L. SPENCER GOBLE.....1872-3
SAMUEL A. FARRAND.....1874
ARAM G. SAYRE.....1875
EDWARD L. DOBBINS.....1876-7-8-9-80 (9 mos.)

GEORGE B. SWAIN.....1880 (3 mos.)-1-2-3
EDWARD GOELLER.....1884–1889
EDMUND L. JOY.....1885-6-7
JAMES L. HAYS.....1888

SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....1851-2-3
FREDERICK W. RICORD.....1854-5-6-7-8-9-60
GEO. B. SEARS, 1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE..1877 (4 mos.)-8-9-80-1-2-3 (8½ mos.)
GEORGE W. CASE 1883 (3½ mos.)-4-5-6-7-8-9

CITY SUPERINTENDENTS OF PUBLIC SCHOOLS.

STEPHEN CONGAR.....1853-4-5-6-7-8-9
G. B. SEARS, 1859-60-1-2-3-4-5-6-7-8 9 70-1-2-3-4-5-6-7(8 mos.)
WILLIAM N. BARRINGER, 1877 (4 mos.)-8-9-80-1-2-3-4-5 6-7-8-9

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., Feb. 21, 1889.

To the Honorable the Common Council of the City of Newark:

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1888:

CURRENT EXPENSES.

RECEIPTS.

STATE.

State Appropriation	$12,592 56	
State School Tax	281,783 73	
		$294,376 29

MUNICIPAL.

Balance from 1887	$9,103 20	
Cash from Insurance Companies	194 00	
Tax Ordinance, 1888	74,200 00	
Interest on Bequest	240 00	
		$83,737 20
Total		$378,113 49

Amount brought forward		$378,113 49

EXPENDITURES.

STATE.

Teachers' Salaries, Fuel and Incidentals	$284,834 50	

MUNICIPAL.

Salaries, Repairs, Books, Furniture, Fuel, &c., &c	$81,883 70	
		$366,718 20
Balance		$11,395 29

EXPENDITURES IN DETAIL.

STATE.

	APPROPRIATION.	EXPENDITURES.	BALANCES.
Teachers' Salaries—			
Day Schools	$273,148 61	$264,380 63	$8,767 98
Evening Schools	11,207 68	11,207 68	
Incidentals	20 00	20 00	
Fuel	10,000 00	9,226 19	773 81
Totals	$294,376 29	$284,834 50	$9,541 79

MUNICIPAL.

	APPROPRIATION.	EXPENDITURES.	BALANCES.
Officers' Salaries	$8,750 00	$8,742 00	$8 00
Janitors' "	22,398 00	22,391 13	6 87
Repairs	15,434 00	15,431 61	2 39
Text Books, Stationery and Printing	15,775 00	15,595 56	179 44
Furniture and Supplies	5,725 00	5,712 40	12 60
Heating Apparatus	5,000 00	3,431 52	1,568 48
Rents	3,034 00	3,031 00	3 00
Insurance	1,300 00	1,284 79	15 21
School Census	2,542 35	2,542 35	
Gas	1,747 56	1,747 56	
Water	1,068 00	1,068 00	
Incidentals	963 29	905 78	57 51
Totals	$83,737 20	$81,883 70	$1,853 50

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from 1887	$22,971 66	
School Bonds	40,000 00	
"Franklin" Fund (in part)	9,000 00	
Tax Ordinance	20,000 00	
Appropriation from City Contingent Fund	40,000 00	
		$131,971 66

APPROPRIATIONS.

Thirteenth Avenue House	$22,602 98	
South Street "	2,590 00	
Hawkins Street "	22,962 89	
Miller Street "	8,815 79	
"Franklin" School site and building	45,000 00	
Marshall Street property	15,000 00	
South Tenth Street House	7,350 00	
	$124,321 66	
Balance unappropriated	7,650 00	
		$131,971 66

APPROPRIATIONS AND EXPENDITURES.

THIRTEENTH AVENUE SCHOOL HOUSE.

Balance from 1887	$9,752 98	
Appropriation, 1888	12,850 00	
		$22,602 98

Expended for mason work	$4,160 00	
carpenter work	8,184 00	
extra carpenter work	23 21	
painting work	670 00	
heating apparatus	1,499 63	
plumbing and gas fitting	73 45	
wood fences	190 58	
water closets	1,461 00	
architect's fees	213 50	
iron work	61 22	
flagging	1,404 21	
grading	33 00	
water metre	30 80	
black boards	224 10	
frames for boards	102 90	
miscellaneous	35 00	
		$18,366 60
Balance		$4,236 38

SOUTH STREET SCHOOL HOUSE.

(Additional ground, and water-closet building.)

Balance from 1887	$1,500 00	
Appropriation, 1888	1,090 00	
		$2,590 00
Expended for additional ground	$1,500 00	
water-closet building	960 50	
		$2,460 50
Balance		$129 50

HAWKINS STREET SCHOOL HOUSE.

Balance from 1887	$10,112 89	
Appropriation, 1888	12,850 00	
		$22,962 89

Expended for mason work	$4,125 00	
extra mason work	92 52	
carpenter work	3,484 00	
painting work	670 00	
heating apparatus	1,487 16	
plumbing and gas fitting	93 73	
wood fences	325 01	
iron work	27 42	
water closets	1,651 00	
architect's fees	189 28	
flagging	749 35	
grading	219 35	
water metre	30 80	
black boards	296 82	
frames for boards	21 00	
miscellaneous	35 00	
		$18,497 44
Balance		$4,465 45

MILLER STREET SCHOOL HOUSE (ADDITION).

Balance from 1887	$1,605 79	
Appropriation, 1888	7,210 00	
		$8,815 79
Expended for mason work	$672 00	
carpenter work	3,847 00	
painting work	306 00	
extra painting work	108 75	
steam fitting	315 00	
water closets	1,324 00	
architect's fees	323 51	
furniture	729 00	
black boards	243 62	
frames for boards	139 38	
miscellaneous	4 50	
		$8,012 76
Balance		$803 03

"FRANKLIN" SCHOOL SITE AND BUILDING.

Appropriation from "Franklin" Fund	$9,000 00	
Appropriation, 1888	36,000 00	
		$45,000 00
Expended for site	$15,000 00	
architect's fees	367 01	
		$15,367 01
Balance		$29,632 99

MARSHALL STREET SCHOOL PROPERTY AND ADDITION.

Appropriation, 1888		$15,000 00
Expended for site and building	$10,000 00	
mason work	800 00	
architect's fees	78 72	
		$10,878 72
Balance		$4,121 28

SOUTH TENTH STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1888	$7,350 00
Expended for mason work	750 00
Balance	$6,600 00

BALANCES TO 1889.

Thirteenth Avenue School House	$4,236 38
South Street " "	129 50
Hawkins Street " "	4,465 45
Miller Street " "	803 03
"Franklin" " "	29,632 99
Marshall Street " "	4,121 28
South Tenth Street " "	6,600 00
Unappropriated	7,650 00
	$57,638 63

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1888.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal	$1,739 95	$75 00	$202 88	$5 98	$38 34	$38 79	$10 66	$11 26	$2,122 86
High	23,244 21	780 00	2,388 01	273 49	274 60	877 43	101 17	155 34	28,094 25
High Annex	614 93	80 00	9 20	69 40	21 80	38 01	73 68	140 00	1,047 02
Burnet Street Grammar	6,327 40	411 36	326 36	203 81	138 80	370 94	44 85	64 12	7,887 64
Burnet Street Primary	4,020 88	308 64	200 97	152 87	104 10	278 19	33 63	47 99	5,147 27
Eagles Street Primary	648 95	72 00	7 27	3 01	21 50	3 32	4 75	120 00	880 80
State Street Primary	6,147 40	620 00	146 63	35 21	194 50	63 20	51 01	31 53	7,269 48
James Street Industrial	1,805 48	240 00	44 96		155 08		13 90	201 20	2,460 62
Market Street Primary	5,924 26	525 00	190 63	41 91	268 31	268 73	35 52	78 75	7,333 11
Washington Street Grammar	6,816 56	432 00	598 74	19 23	122 04	247 67	156 97	80 47	8,473 68
Washington Street Primary	3,753 36	288 00	221 61	12 84	81 36	165 11	103 32	53 64	4,679 24
Marshall Street Primary	2,612 04	360 00	131 29	39 86	95 05	31 78	14 57	333 19	3,617 78
Lawrence Street Grammar	5,309 46	384 96	389 56	220 73	129 50	146 13	37 43	45 75	6,663 52
Lawrence Street Primary	3,097 71	275 04	147 67	157 65	92 50	104 36	26 74	32 67	3,934 34
Commerce Street Primary	3,004 82	360 00	37 49	14 75	225 28	336 76	167 79	27 50	4,174 39
Colored	2,668 51	300 00	151 24	24 65	89 10	116 82	23 26	10 80	3,384 38
Lafayette Street Grammar	3,898 81	259 92	332 43	85 97	89 26	153 32	48 39	18 71	4,886 81
Lafayette Street Primary	6,779 38	520 08	295 23	171 93	178 52	306 63	96 76	37 42	8,385 95
Newton Street Grammar	5,954 55	390 00	430 43	15 48	201 66	293 15	31 02	56 47	7,372 76
Newton Street Primary	6,190 78	390 00	118 21	15 48	201 65	293 15	31 02	56 47	7,296 76
Camden Street Primary	7,332 31	660 00	305 69	15 66	280 88	865 72	13 85	46 60	9,520 71
South Tenth Street Primary	5,737 25	600 00	256 51	87 64	235 26	752 56	75 16	90 66	7,835 04
Holland Street Primary	976 11	144 00	19 98	8 45	19 82	89	5 78	180 60	1,355 63
Thirteenth Avenue Primary	629 96	160 00	359 21	2 00	263 69	8 70	525 13	51 19	1,999 88
Wickliffe Street Primary	3,710 53	480 00	92 36	35 57	104 20	125 03	20 73	26 10	4,594 52
Summer Avenue Grammar	6,624 90	433 85	414 36	60 47	263 29	78 80	56 44	53 02	7,985 13
Summer Avenue Primary	2,555 07	241 15	134 55	33 57	146 27	43 75	31 35	29 44	3,215 15
Summer Av. (Annex) Prim'y	1,381 75	240 00	13 64	17 75	111 28	42 92		309 30	2,116 64
Webster Street Intermediate	3,089 00	219 96	147 09	42 56	89 73	73 08	41 34	19 18	3,721 94
Webster Street Primary	5,422 48	440 04	145 81	85 16	179 45	146 13	82 69	38 37	6,540 13
Bloomfield Avenue Primary	1,197 36	144 00	22 61	5 10	73 89	1 79	1 44	240 60	1,686 79
Elliot Street Primary	3,023 22	480 00	163 75	74 86	198 36	232 27	70 13	27 90	4,270 49
Chestnut Street Grammar	7,861 11	450 00	493 26	47 96	197 25	435 32	37 02	96 56	9,618 48

Chestnut Street Primary....	3,774 05	270 00	127 03	28 78	118 35	261 15	22 21	57 93	4,659 50
Oliver Street Grammar.....	6,961 68	432 00	631 46	346 53	242 10	707 89	64 29	57 24	9,443 19
Oliver Street Primary.....	3,800 78	288 00	228 72	231 02	161 39	471 93	42 85	38 15	5,262 84
South Street Primary.....	5,697 14	600 00	241 53	13 15	244 40	723 40	54 49	64 06	7,638 17
Walnut Street Primary.....	5,267 50	600 00	212 76	27 39	143 82	90 21	86 68	23 79	6,452 15
Houston Street Primary.....	1,168 58	240 00	41 42	11 45	75 70	34 77	12 21	66 60	1,650 73
South Eighth St. Grammar..	6,183 16	411 36	208 02	29 16	224 45	488 14	10 71	34 75	7,589 75
South Eighth Street Primary.	3,981 22	308 64	80 87	21 87	168 31	366 09	8 04	26 06	4,961 10
Roseville Avenue Primary...	4,034 60	480 00	89 54	35 00	224 45	447 29	23 81	57 84	5,392 53
North Seventh St. Primary..	1,967 92	420 00	117 58	34 48	41 60	766 57	258 37	18 60	3,625 12
South Market St. Grammar..	4,648 65	330 00	290 51	31 97	174 20	349 12	16 16	62 52	5,903 13
South Market Street Primary.	3,916 15	330 00	209 56	31 97	174 20	349 11	16 16	62 51	5,089 66
S. Market St. (Annex) Prim'y.	627 66	180 00	6 25	5 96	17 22	15 64	3 37	180 00	1,036 10
Bowery Street Primary.....	1,183 24	180 00	18 75	5 45	12 38	09	5 89	240 00	1,645 80
Hamburg Place Intermediate	1,608 36	102 84	147 10	5 34	38 89	42 47	14 39	14 44	1,973 83
Hamburg Place Primary....	7,548 62	617 16	299 33	31 95	233 36	254 80	86 28	86 67	9,158 17
Hawkins Street Primary.....		160 00			210 80	9 43	215 22	49 90	645 35
Clover Street Industrial.....	1,166 34		50 84	2 40	53 68		9 81	201 80	1,484 87
Morton Street Grammar....	6,020 87	328 44	214 96	8 73	167 95	279 39	49 83	37 57	7,107 74
Morton Street Primary.....	6,543 43	451 56	273 47	12 01	230 96	384 19	68 58	51 67	8,015 87
Eighteenth Av. Intermediate.	2,229 04	137 64	94 54	7 48	68 56	76 04	13 89	10 25	2,637 44
Eighteenth Avenue Primary.	8,605 66	642 36	219 01	34 82	319 95	354 82	64 77	47 78	10,289 17
Monmouth Street Primary...	6,857 89	680 00	765 52	111 13	528 84	242 18	1,113 91	130 96	10,430 43
Miller Street Intermediate...	1,254 16	73 33	469 33	30 69	1 33	85 41	86 44	18 96	2,019 65
Miller Street Primary.....	5,447 03	546 67	316 29	64 46	214 87	524 77	218 15	77 93	7,410 17
Central Avenue Grammar...	5,124 05	336 00	212 69	16 95	96 51	295 02	195 18	50 18	6,326 58
Central Avenue Primary.....	4,502 14	384 00	131 92	19 36	110 30	337 15	223 06	57 35	5,765 28
Lock Street Primary.....	2,658 81	420 00	40 86	30 75	20 80	182 47	18 09	23 15	3,394 93
Lafayette Street Evening....	1,622 50	58 88	108 37					291 72	2,081 47
Newton Street Evening.....	1,445 75	54 00	40 37				8 79	234 50	1,783 41
Webster Street Evening.....	1,292 50	47 00	73 44				25	186 72	1,599 91
South Market Street Evening	1,671 00	64 50	61 08				25	193 55	1,990 38
Morton Street Evening.....	2,624 15	105 00	73 24				25	352 45	3,155 09
Central Avenue Evening....	1,516 78	60 75	52 06				2 77	151 90	1,784 26
Evening Drawing.....	1,035 00	39 00	49 91	7 57	5 10	177 95	4 30	574 17	1,893 00
Newton Street Summer.....	362 40	24 00	3 57						389 97
Wickliffe Street Summer....	143 61	9 00	60 29						212 90
Webster Street Summer.....	190 96	12 00	8 41						211 37
South Street Summer.....	129 13	8 00	3 41						140 54
Hamburg Place Summer....	275 26	18 00	19 54						312 80
Morton Street Summer.....	322 37	21 00	17 53						360 90

All of which is respectfully submitted,

GEORGE W. CASE, *Secretary.* EDWARD GOELLER, *President.*

PART II.

REPORT OF THE CITY SUPERINTENDENT.

REPORT.

To the Honorable the Board of Education of the City of Newark:

GENTLEMEN—I herewith submit to your honorable body the Thirty-second Annual Report of the City Superintendent of Public Schools.

The following statistics and information have been gathered and arranged with much care. The suggestions and recommendations have grown out of the close relation to and the careful observation of the schools in all their work.

The schools have much to encourage them; they have been unusually active and progressive during the year. Little or no complaint has been made concerning them. They have grown steadily in the public confidence, and have accomplished a satisfactory year's work, as I think the following statements will attest.

The Board is to be commended for its vigilance, energy and wisdom in the management of the public schools of our city. Much attention has been given to their needs, in every direction. Time and labor have been given without measure.

The population of the city is rapidly increasing. This fact the Board seems fully aware of, and is wisely making the necessary provision for enlarged school accommodations. Of course the school needs will be greatest in the outer sections of the city, and the plan now pursued of

securing sites and putting up buildings that can be enlarged to fourteen, sixteen or even twenty rooms, is, in my judgment, in the right direction.

SCHOOL ENUMERATION.

1888	50,847
1887	47,098
Increase	3,749

	1888.	1887.	Increase.	Decrease.
1st Ward	2,334	2,090	244	
2d "	2,151	2,068	83	
3d "	1,641	1,629	12	
4th "	2,013	1,919	94	
5th "	1,662	1,627	35	
6th "	7,843	7,042	801	
7th "	2,486	2,670		184
8th "	5,097	4,496	601	
9th "	1,520	1,442	78	
10th "	3,851	3,649	202	
11th "	2,665	2,420	245	
12th "	6,050	5,342	708	
13th "	8,105	7,606	499	
14th "	1,106	1,056	50	
15th "	2,323	2,042	281	
Total	50,847	47,098	3,933	184
Net increase			3,749	

The foregoing table shows the distribution of the population, the increase and decrease in the different wards, and the net increase for the city for the year. The increase of 3,749 is sufficient to fill sixty class-rooms containing sixty pupils each.

The following shows the number of school buildings owned and rented, where located and the number of class-rooms in the aggregate.

The number of school buildings in use during the year ending June, 1888, was 42, containing the following schools and departments:

Normal School	1
Training "	1
High "	1
Grammar Schools	16
Primary "	36
Industrial "	2
Colored "	1
Total	58

The number of evening schools in operation was 7: 6 for five months and 1 for six, viz.: the Evening Drawing School in Upper Library Hall.

The increase for the year has been 1 grammar and 2 primary schools. More concerning this will be said under the head of school accommodations.

The number of visits made to these schools by the members of the Board is indicated in the following table:

Normal School	14
Training "	10
High "	43
Grammar Schools	225
Primary "	584
Industrial "	5
Colored School	7
Evening Schools	58
Total	946

During the same time the Superintendent made visits as follows:

Normal School	47
Training "	41
High "	32
Grammar Schools	285
Primary "	441
Industrial "	4
Colored School	5
Evening Schools	33
Total	888

These visits were made unannounced and were distributed among all the schools.

The general condition of the buildings and premises throughout were specially inquired into and inspected. Numerous examinations of classes as to the quantity and quality of the instruction given by the teacher were conducted by the Superintendent, and many exercises indicating improved methods of instruction were also given. A large number of conferences with the principals were held in their respective schools, with special reference to the best methods of supervision and instruction; also, how best to train the class teachers for their work. The Superintendent believes that this course has been fairly successful. I desire to say, in this connection, that the principals and teachers have in every instance co-operated with me cheerfully and loyally.

COMPULSORY EDUCATION.

In my opinion, the time has arrived when some measures should be adopted providing for the proper education and training of the large number of children now spending their time in the streets. I have called the attention of the Board in several preceding annual reports to this fact, and urged that the Compulsory School Law be enforced by the use of such means as may be found necessary and practicable.

A rigid enforcement of the Compulsory School Law now on the Statute Book, will largely remove the difficulty here indicated. The provision, exempting from the operation of this Act those districts or localities that have not sufficient accommodations for seating the pupils, is a serious defect, and should be speedily removed. It is the duty of every community to provide the necessary accommodations for the education of the children entitled thereto, and the law should hold them strictly responsible for the performance of such duty.

There is considerable misapprehension on the part of many in regard to the number for whom school room should be provided. The figures are obtained in this way, and are very misleading: The entire enumeration of the children between 5 and 18, or the legal school age, is taken; from this is subtracted the number enrolled in the school or schools of the district; the remainder is accepted and classed as truants, vagrants or illiterates. The truth is, a large proportion of these enumerated children are 14 and over, and are not in school for the good reason that they are legitimately employed. They have had some eight years of schooling, and are not

truants, vagrants or illiterates, and school accommodations are not needed for them.

I find by a very careful examination of the enumeration and enrollment statistics, on file in my office, that not less than 80 per cent. of the children between 5 and 14 are either in school or are, in the judgment of their parents, too young to attend, and are well cared for at home. This, I think, corrects the erroneous conclusion that children of the ages indicated, not enrolled in the schools, are vagrants, truants or illiterates. Nevertheless, as was stated last year, "It is a fact that there is a considerable number between 5 and 14 who are in the streets instead of school. This fact may be verified during any school hour of the day by any one who will take the trouble to count the children between the ages named playing or idling in the streets. I have frequently seen from 20 to 30 within two or three blocks in a single street. These are the children that should be in school, and if the Compulsory School Law had any value, and was properly enforced, they would be. I am surprised that any community will for a moment tolerate this state of things. This is the age when the habits of the child are formed, and the good of the community demands that they shall be of the right kind."

This subject is further discussed on pages 29 and 30, of the Annual Report for 1887.

The Police authorities are willing and ready to assign for this work of looking after street children as many officers as may be needed, provided the Council will furnish the means. I urge the Board to take the necessary measures for the enforcement of the Compulsory School Law.

I would say further, in connection with this matter,

that the schools of the city would be greatly benefited by the establishment of an ungraded school, centrally located, to which should be sent irregular, disorderly and truant pupils. Such a school, under the direction of a thoroughly competent and large-souled teacher, could use such methods of discipline and means for the reformation of the wayward as might be found most effective. In the large graded schools there is not the opportunity nor the time to do this work as it should be done. The great body of the pupils in our schools are willing and glad to be instructed, and their opportunities should not be taken from them by the vicious, disorderly and irregular pupils, who need a treatment specially adapted to their case.

A number of our large cities have such schools, and they are found to serve an excellent purpose. I would therefore recommend that early steps be taken by the Board, looking towards the establishment of such an institution.

SCHOOL ACCOMMODATIONS.

I have, for several years past, presented a somewhat detailed statement of the amount and condition of the school facilities in the different wards. I deem this necessary in order that the Board may always have at hand, for reference, this information.

It will be seen that, while we are still short of adequate accommodations in some sections, a steady gain is being made, and if the present activity of the Board in the line of enlargement and construction, and the liberality of the Council continue, we shall soon be able to meet the school demands in all parts of the city.

The style and convenience of the buildings now erected are highly commendable and reflect much credit upon the Board.

SCHOOL BUILDINGS.

The Board now owns 36 buildings, distributed as follows:

1st	Ward.....	2,	containing	24	class	rooms.
*2d	"	2,	"	27	"	"
3d	"	2,	"	19	"	"
4th	"	3,	"	22	"	"
5th	"	1,	"	15	"	"
6th	"	4,	"	46	"	"
7th	"	1,	"	6	"	"
8th	"	3,	"	30	"	"
9th	"	1,	"	16	"	"
10th	"	4,	"	35	"	"
11th	"	3,	"	25	"	"
12th	"	3,	"	34	"	"
13th	"	3,	"	52	"	"
14th	"	2,	"	16	"	"
15th	"	2,	"	18	"	"
	Total	36,	"	385	"	"

In addition to the foregoing, the Board rents 7 buildings, located as follows:

1st	Ward.....	2,	containing	4	class	rooms.
2d	"	1,	"	2	"	"
6th	"	1,	"	2	"	"
8th	"	2,	"	4	"	"
12th	"	1,	"	2	"	"
	Total	7,	"	14	"	"

* Nineteen of these rooms belong to the High School.

This gives 43 buildings, with total number of 399 rooms, with a seating capacity of about 21,840.

In addition, we have in Lafayette Street, Newton Street, Eighteenth Avenue, one room each that will seat from 30 to 35 pupils; Thirteenth Avenue, one full room, now used by the Principal, that will accommodate from 50 to 60. This gives us 403 possible class-rooms now available.

The High School building is now in very good condition as to repairs, but insufficient to meet the needs of the school. The two upper stories of the O'Connor building on Washington street, near the High School, were rented at the opening of the school year in September. Two of the first-year classes of girls are well accommodated here. There is still an unoccupied room which will be needed at the beginning of next year. I am pleased to be able to say that the Board has taken steps, as may be seen by a resolution on your minutes, looking toward a new High School building.

The light in the class-rooms on the ground floor on the west side of the house is deficient; additional windows can and should be put in without delay.

Washington street is paved with cobble stones, which renders the street exceedingly noisy during the busy hours of the day. Six of the class-rooms are located upon the Washington street side of the house, and some part of nearly every day it is almost impossible to conduct the class exercises in these rooms on account of the rattle and roar in the street. I would recommend and urge the Board to ask the Council to cause to be paved, Washington street, in front of the High School building, with a noiseless pavement. This will save valuable time to the school, and relieve the great strain upon the nerves

of the pupils and teachers now endured daily by them.

The Burnet Street and State Street buildings are in good condition, and are well looked after by those in charge. The rented room on Eagles street has been occupied by a large class during the year, and has served the needs of the class fairly well. The chief trouble has been to readily and properly ventilate it, also to admit and distribute to advantage the light. This is generally the case with these annexes, and this is a good and sufficient reason why the Board should, as far as possible, construct and own its school buildings.

The Brower School building on James street, occupied by the James Street Industrial School, is rented by the Board. It is in very good repair. I should, however, speak of the vaults in the rear yard; they are very near the class-rooms, and not being plumbed or in any way drained, are at times very offensive to the occupants of the rooms. The Board of Health has called attention to them. This being a matter belonging to the owners of the property, it was referred to them, but as yet it has not been corrected.

The school accommodations for the Second Ward have been under discussion for some time, and a resolution has passed the Board asking the Council to sell the property. This building, now used by the Normal and Training Schools, is found entirely inadequate for their proper accommodation. I can only repeat what I have said before, that the Second Ward needs larger school facilities. The building is in a satisfactory state of repair. The rooms, too few in number, are of good size, well lighted and well furnished. Two plans touching this building have been suggested, viz.: add a story to

the building, which would increase the capacity of the house some four or five rooms. The Superintendent of Buildings thinks the old walls are not strong enough to bear the additional story. The next, is to purchase additional ground adjoining the present premises and enlarge the building. The objections to both of these plans seem sufficient to set them aside. The only feasible course is, probably, the purchase of an entirely new site.

The Washington Street house is in good repair, but the objection that has several times been urged still exists, viz. : the four rear rooms of the central portion of the building are very poorly lighted and ventilated. In my judgment, this can only be effectually remedied by reconstructing that portion so that the halls may be placed in the centre. This will make it possible to light and ventilate the rooms from two sides, thus thoroughly removing this long-complained-of difficulty ; also providing for ample wardrobes, in which necessary conveniences this school is more deficient than any other of the same grade in the city. By removing the partition dividing the front portion of the primary floor, this department, now poorly ventilated, will be greatly improved. Light, ventilation and provision for the proper care of clothing are of first importance, and should not be overlooked in any of our buildings.

Soon the Marshall Street School will have better accommodations. The premises have been purchased by the Board, and new rooms are now being constructed. This will supply a want long needed.

The Lawrence Street district is well supplied with class-rooms. The buildings are in good condition and well cared for by those in charge.

The building for the Colored School is fairly comfortable, but it is not well located for the convenience of the pupils. The needs of this school should receive early attention from the Board.

Lafayette Street School. This house is now acceptable in nearly all respects. While it is well filled, it is not in any way overtaxed. By a little readjustment of the district lines, it could relieve the crowded condition of Walnut Street and Hamburg Place Schools. I think the Board should watch the boundary lines, and from time to time so arrange them that, as nearly as possible, all the seat room in the various buildings will be utilized.

The school buildings of the Sixth Ward are in excellent condition in the main, excepting, perhaps, the South Tenth Street house, which soon will be. All the school room in this section is now exhausted. The eight rooms in the new building on Thirteenth avenue, which it was thought would afford relief for some time, are filled to the last seat.

In accordance with the recommendation several times made by the Superintendent, the South Tenth Street house is now receiving an important enlargement, whereby it will be made a fourteen-room house, with a seating capacity of 840. This will be welcomed by the residents of that section. We now have an annex of two classes in a building on Holland street, which is not in any way fit for school purposes. The only apology that can be offered for it is, it is a trifle better than the streets.

The Thirteenth Avenue house, which was occupied November 19, 1888, proves to be a very commodious house and gives excellent satisfaction in all respects. We have no school building at the present time better lighted, ventilated and furnished than is this. The large

central hall makes it easy to conduct all the movements of the school, accommodate public occasions and supply pure air throughout the entire session without the dangerous draught.

The Wickliffe Street house is in fair condition. I can see no reason why the recommendation that the building be enlarged to a ten-room house on the plan of State street enlargement be not carried out. This will furnish room for 600 pupils. This would afford relief to the Thirteenth Avenue School, which is already in distress.

The rapid increase in the population of the Eighth Ward has completely exhausted the school room of that section. The present buildings are in very good condition, generally. The "Franklin" School building on Fifth avenue, now under contract, when completed according to plan, will add from fourteen to sixteen rooms to the accommodations. This means from 800 to 900 seats.

I would again call attention to the two unfinished rooms on the top floor of the Summer Avenue School. These rooms are large and very accessible, and with comparatively small expense, can be made as convenient and beautiful as any others in the house. They are absolutely needed for grammar grade classes. I urge this recommendation. We now have two classes in the assembly hall.

The Board should take early steps to enlarge the Elliot Street house to eight or ten rooms according to the original plan. This building has but four class-rooms, while we have six classes now under instruction, two of them being in the court. This locality is so far removed from the other and larger schools that, though there were room in them, the younger pupils could not attend.

Building in this section is very active, and the population is rapidly growing.

With the "Franklin" building, the enlargement of Elliot Street house and the finishing of the two rooms in the Summer Avenue house, the needs of this Ward may be met for a short time.

The Chestnut Street house is in its usual good condition. The changes in some of the partitions in the dressing rooms on the lower floor gives the principal a convenient and much-needed room, with ample closets, book-cases, wash-basin, etc. It is now possible for the principal to properly receive visitors and care for the library, text-books and other supplies.

With the relief given by the Miller Street School, the Chestnut Street School district is well provided for at present, and probably will be for some time to come.

The Oliver Street house has received a new boiler, which removes the difficulty heretofore experienced in warming the rooms. The house is in good repair generally. The same difficulty in lighting and ventilating the four rear rooms of the central portion of the building that exists in Washington Street house prevails here, though not to the same degree, as the rooms are larger. The remedy suggested for Washington Street will remove the trouble here.

South Street house has been painted, grained and varnished throughout, and is now in first-class order. The new water-closets are ample and convenient. The enlargement of the lot made these improvements possible. The furnishing of this building should be completed at once, as additional rooms will be needed at the opening of the April term.

The Walnut Street premises are in fair condition,

though the class-rooms are altogether too small. This house can be easily enlarged and rearranged and made a commodious primary school building. There is no suitable room for the principal. This should receive early attention. The little Houston Street building serves its locality well, so far as it goes.

The school buildings in the Eleventh Ward are in an acceptable condition generally, and, as yet, are sufficient to meet the demands made upon them.

The Twelfth Ward has been much pressed for class-room. The new house on Hawkins street, which has just been completed, and is now occupied by some five classes, will without doubt afford substantial relief. This house is on the same plan and of the same style as the one on Thirteenth avenue. It is well and healthfully located, and will be thoroughly appreciated by the residents in that neighborhood.

I think the Board should, without delay, take into consideration the location of a building of some eight or more rooms in the neighborhood of the Houston Street Primary School. This would afford accessible accommodation to those portions of the Tenth and Twelfth Wards in that section of the city, Also give easy and effectual relief to Hamburg Place School, which is still crowded, although one hundred pupils have been transferred to South Market Street School.

The school room for the Thirteenth Ward is pretty much exhausted, but one room in Monmouth Street house being unoccupied. This will, without doubt, be needed at the opening of the next term in April. The district lines have been adjusted and the children pretty evenly distributed among the schools.

In regard to the Morton Street house, the water-closets

located in the basement on College place are still a matter of complaint. I trust the Sanitary Committee of the Board will move in this case and correct the difficulty. Another site should soon be secured in this Ward—I think somewhere in the vicinity of Clinton Hill.

Miller Street building is fully completed, and is now one of our finest and most convenient school buildings. It contains fourteen rooms, twelve of which are now filled with pupils.

The accommodations for the Central Avenue district are of good quality and about equal to the needs of the district. The steady growth of the population, however, will soon render necessary, additional school room. The Lock Street premises can easily be enlarged to meet the coming needs.

I can only repeat what was said last year in reference to the Clover Street house. It is small, badly located, and in no way suited for school purposes.

In leaving this topic, I would again urge upon the Board not only the importance, but the necessity of securing at an early day large school sites in the outlying and rapidly-growing portions of the city. This is a matter of economy and safety. The Board can select with reference to room, light, surroundings, etc. Provision should be made in all cases for large buildings—from fifteen to twenty rooms.

SANITARY CONDITION OF THE SCHOOLS.

Health is of the first importance, and the conditions necessary to its maintenance should be furnished at whatever cost. Neglect in this direction is utterly

inexcusable. The public attention, as well as that of sanitarians and health officers, is very active in the discovery and application of measures conducive to health. This is right, and should be encouraged.

It is a matter of satisfaction to me to be able to say that in most cases our school buildings are in very good sanitary condition. Most of the defects in heating, lighting, ventilating and protection to the children that existed some dozen or more years ago, have been removed. There are a few cases needing the attention of the Sanitary Committee. These will be promptly presented to the incoming committee.

I think that all our school buildings should be thoroughly examined at least once a year by the Committee on Sanitary Regulations, assisted by an expert in these matters. These examinations should be searching, especially so in regard to all basements, cellars, plumbing, drainage, water-closets, cesspools and the surroundings in close proximity to the premises. In my judgment, no committee in the Board has more important duties devolving upon it than this Committee.

In this connection, I deem it proper to say a word in relation to contagious diseases. To prevent the spread of these is no easy matter. An arrangement has been in use for some years, whereby the Board of Health sends to the office of the Superintendent a list of all the cases reported by the physicians. These are at once sent to the principals, giving name, residence and disease. This works very well, with this exception: many of the notices reach the schools too late to be of any use. The Health Officer complains that he does not receive the record promptly from the physician. If the schools can be informed without delay, protection from infectious

diseases will be largely increased. This is a matter to which the Sanitary Committee should give attention.

I have taken the pains to secure from each principal a statement concerning the health of the teachers and pupils in the classes under his care, which will be found under the head of Physical Culture.

ATTENDANCE.

Day Schools	23,214
Evening Schools	2,897
Total	26,111

The following table shows the enrollment, attendance, etc., in the different schools, from September, 1887, to September, 1888:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent of Attendance.
Normal School	35	33	31	93.9
High "	817	720	647	89.8
Grammar Schools	5,073	4,362	3,953	90.6
Primary "	16,637	12,267	10,732	87.4
Industrial "	410	234	196	83.7
Colored School	242	157	128	81.5
Total	23,214	17,773	15,687	87.8

The following table shows the increase or decrease in the different schools for the year 1888 over the year 1887:

	Enrollment.		Ave. Enrollment.		Ave. Attendance.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Normal School...	..	20	..	20	..	18
High " ...	83	..	66	..	52	..
Grammar Schools	..	194	..	155	..	203
Primary "	797	..	317	..	207	..
Industrial "	..	24	..	21	..	3
Colored School..	..	13	..	22	..	20
Total	880	251	383	218	259	244
Net increase.	629	..	165	..	15	..

A glance at this table enables us to trace readily the increase or decrease, from year to year, in any grade of schools. This is valuable as an indication in what locality and in what grade of schools the greatest needs exist.

Of the 23,214 enrolled for the year,

1,103	were	between		5	and	6	years	of age.
2,746	"	"		6	"	7	"	"
2,902	"	"		7	"	8	"	"
2,816	"	"		8	"	9	"	"
2,628	"	"		9	"	10	"	"
2,704	"	"		10	"	11	"	"
2,477	"	"		11	"	12	"	"
2,258	"	"		12	"	13	"	"
1,620	"	"		13	"	14	"	"
981	"	"		14	"	15	"	"
537	"	"		15	"	16	"	"
242	"	"		16	"	17	"	"
123	"	"		17	"	18	"	"
77	"	over				18	"	"
23,214								

These tables, which have been compiled with much care regularly for years past, emphasize the fact that the maximum attendance is between the ages of 7 and 9. This is found to be substantially the case throughout the country. It should be the earnest effort of the friends of education to correct this. Children should not leave school so young.

There is no doubt, based upon reliable information that has come to me, that a large number of young children of both sexes are illegally employed. This should not be, and would not if the Child Labor Law was well enforced. The harm done to these children, physically, intellectually and, I may say, morally, is sure to be felt in the community, for every community will be what the trained or untrained children make it when they come to manhood.

There is also no doubt, as derived from long and patient observation of the large number of children between 6 and 12 years of age roaming our streets during school hours, that there is great neglect somewhere. As stated last year, I am unable to understand why any community will tolerate for a moment this condition of things, knowing as it must, that street influences and street habits will call for a reckoning some time. I again urge that the Board move in this matter.

I will again venture to present the estimates made last year in regard to this matter, with some modifications derived from the latest returns of the census enumerators.

Of the 50,847 children of school age reported for 1888, 23,214 attended the day schools and 2,599 the evening schools. This gives a total of 25,813 who attended, some part of the year, the public schools of the city. This leaves 25,034 not in these schools. There are in the various

private schools of the city, as returned by the enumerators, 8,404; this is less than the estimate for 1887 by nearly 2,000. This gives 34,217 attending schools of some kind, and leaves 16,630 not attending any school. Of this number, 8,313 are 12 and over, and perhaps are employed, and some 1,500 are between 5 and 6, and are probably at home under good care. We still have nearly 6,000 not accounted for in schools.

Number of children attending private schools; census, 1888:

1st	Ward	546
2d	"	223
3d	"	157
4th	"	578
5th	"	536
6th	"	1,229
7th	"	710
8th	"	230
9th	"	175
10th	"	244
11th	"	478
12th	"	1,496
13th	"	1,459
14th	"	80
15th	"	263
	Total	8,404

The following shows in convenient form the variation in attendance of the pupils of the respective ages for 1887 and 1888:

1887.	1888.								Increase.	Decrease.
966	1,103	were	between	5	and	6	years	of age....	137	..
2,497	2,746	"	"	6	"	7	"	"	249	..
2,852	2,902	"	"	7	"	8	"	"	50	..
2,763	2,816	"	"	8	"	9	"	"	53	..
2,669	2,628	"	"	9	"	10	"	" ...	..	41
2,758	2,704	"	"	10	"	11	"	"	..	54
2,466	2,477	"	"	11	"	12	"	"	11	..
2,231	2,258	"	"	12	"	13	"	"	27	..
1,569	1,620	"	"	13	"	14	"	"	51	..
947	981	"	"	14	"	15	"	"	34	..
432	537	"	"	15	"	16	"	"	105	..
213	242	"	"	16	"	17	"	"	29	..
153	123	"	"	17	"	18	"	"	..	30
69	•77	"	over			18	"	"	8	..
22,585	23,214								754	125
		Net increase....							629	

TEACHERS.

The number of the day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending June, 1888, are shown in the following table:

	Male.	Female.	Total.
Normal School...	..	1	1
High School.....	7	12	19
Grammar Schools.....	16	100	116
Primary Schools.....	6	244	250
Industrial Schools..... ...	..	5	5
Colored School.....	1	3	4
Drawing Teachers.....	..	2	2
Music Teacher.....	1	..	1
Total	31	367	398
June, 1887.....	30	359	389
Increase	1	8	9

The regularity in attendance of the teachers of the schools was highly satisfactory. The faithfulness and efficiency of the teachers as a body is to be commended. Of course, we have some who are deficient in the above named qualities, but these are exceptional and are treated as such.

The following changes of note among the teachers occurred since my last report:

The resignation of Mr. Benjamin C. Gregory as principal of Washington Street school, to accept the position of Supervising Principal of the schools of Trenton, New Jersey, took place July 20, 1889. He had been a highly successful principal in our city for nearly thirteen years; first, as principal of the Market Street Primary school, then the first principal of the Daily Normal school, organized in 1877, next the principal of the Washington Street and Marshall Street schools. In these positions he achieved a success of which he may well be proud. In accepting his resignation, the Board unanimously adopted the following resolutions:

Resolved, That the Board, in accepting the resignation of Principal Gregory, of the Washington Street School, tenders its thanks for his faithful service, expresses its satisfaction with the manner in which he has discharged his duties, and congratulates him upon his promotion, wishing him the highest success in his new position as Superintendent of the Trenton Public School system.

Second, That this resolution be entered upon the minutes and a copy thereof transmitted Mr. Gregory by the Secretary of this Board.

Resolutions expressive of the high esteem in which he was held by his co-laborers, were adopted by the Principals' Association.

Washington Street school and the teachers expressed, in a substantial manner, their appreciation, by the presentation of an elegant gold watch.

Miss Emma L. De Camp resigned as principal of the Clover Street Industrial school, June 30, 1888. She had rendered acceptable service as class teacher and principal for twenty-six years. The Principals' Association recognized her withdrawal from the service and their fellowship with appropriate resolutions.

Mr. Frank H. Hanson, principal of Public School, Atlantic City, was appointed principal of Washington Street school, dating from September 1, 1888. The present indications are that he will prove a worthy successor to Mr. Gregory.

Miss S. Fannie Carter was transferred from the principalship of Miller Street school to the principalship of Walnut Street Primary school; Mr. J. Wilmer Kennedy, from the position of principal of Eighteenth Avenue Intermediate school to same position in Miller Street school, and Mr. A. B. Wilson from the vice principalship of Chestnut Street school to that of principal of Thirteenth Avenue Primary school; Miss Harriet W. Mullison to the principalship of Clover Street Industrial school; Mrs. C. L. D. Smith, from the position of vice principal of Morton Street Grammar school to same position in Lafayette Street Grammar school; Mr. Henry J. Dougherty, from the position of principal of Walnut Street school to same position in the Eighteenth Avenue Intermediate school. The foregoing are the changes of note that occurred during the year.

OBITUARY.

Two deaths occurred among the teachers since my last report. Miss Laura E. Smith, teacher in State Street school, and Miss Mary M. Clark, of Eighteenth Avenue school.

Miss Smith's fatal illness was caused by her faithful and persistent efforts to reach her post of duty on the day of the memorable blizzard, March 12, 1888. She reached her class-room in an exhausted condition. She was carried to her home, where she lingered until April 15, ensuing.

Miss Clark was stricken with diphtheria and was ill but a brief time, her death occurring November 17, 1888.

Both of these ladies were faithful, devoted and eminently successful teachers, leaving behind them a bright and noble record. Suitable resolutions expressive of the high esteem in which they were held by their fellow-workers, were adopted by the Teachers' Institute.

The energy, faithfulness and devotion of the general corps of teachers are worthy of commendation by the Board of Education. New life and great activity have been infused by them throughout the schools. The interest on the part of the classes, the discipline and instruction have been lifted to a higher plane, and the feeling now quite prevalent, and steadily extending, that the teacher owes something to his profession, is manifested by an increasing number of teachers. This is evidenced by the large number who are pursuing special courses of reading, lectures, etc., for personal culture, and thereby better preparation for their professional work.

PRIMARY SCHOOLS.

Number of distinct primary schools	24
Number of classes in same	123
Increase over last year	3
Number of primary departments in grammar school buildings	16
Number of classes in same	121
Increase over last year	3
Total number of primary classes	244
Total increase of primary classes for the year	6

These classes contained in the enrollment, 16,966; in the average enrollment, 12,395; average per teacher on the enrollment, 69.5; average per teacher on the average enrollment, 50.7.

I can safely say that the primary work of the schools was never so well done as now. The course of instruction is, in the main, well constructed, distributed and adapted to this grade of work. The classes are reduced in size as rapidly as possible. This makes it possible for the pupil to receive more individual attention, and consequently better instruction from the teacher. The discipline, with few exceptions, is wholesome, and tends to make the pupil self-helpful. This feature of self-helpfulness, which I consider the true object of all discipline, receives in the training course in the Normal School for the teacher, special emphasis. Discipline means something more than mere government.

The promotions and examinations were conducted with satisfactory results in accordance with the requirements of the Board. The new departure in basing the honorary promotions upon the class-room work, as recorded upon the monthly card, will be presented and discussed in another part of this report.

GRAMMAR SCHOOLS.

These maintain their usual good standing. The efficiency of their work is recognized by all. As we are steadily extending the time in the primary school, the pupils come to the grammar grade work in a better state of preparation.

The following tabulated statement shows the schools doing grammar school work, number of classes in each, and the average enrollment, the average attendance, and the number of pupils per class for the year.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils per Class.
Burnet Street	8	364	336	46
Washington Street	9	356	320	40
Lawrence "	7	277	249	40
Colored	1	42	36	42
Lafayette Street	5	221	181	44
Newton "	8	369	342	46
Camden "	1	54	49	54
Summer Avenue	8	386	354	48
Webster Street	4	178	161	45
Elliot "	1	53	46	53
Chestnut "	10	459	417	46
Oliver "	9	380	350	42
South "	1	45	40	45
South 8th "	8	304	273	38
North 7th "	1	16	14	16
South Market Street	5	207	190	45
Hamburg Place	2	106	97	53
Morton Street	8	322	293	40
Eighteenth Avenue	3	132	120	44
Miller Street	1	59	53	59
Central Avenue	7	301	270	43
Total	107	4,631	4,191	45

The required examinations were conducted by the Superintendent under the supervision of the Committee on Examinations.

The examination of the first grade for graduation, which admits to the High School, was held June 19th and 21st, 1888, in the High School building.

The number of applicants was 624: girls, 351; boys, 276. The number graduated, 543: girls, 311; boys, 232. Of this number 193 were admitted by "Honorary Graduation": girls, 125; boys, 68; and 350 by examination: girls, 186; boys, 164. The number rejected, 81: girls, 40; boys, 41.

The pupils were tested with the following questions:

GRAMMAR.

1. Define the following: Language, English Grammar, Composition Clause, Analysis.

2. Using from 20 to 25 lines write a composition upon one of the following subjects:

(*a*) Our library.
(*b*) A letter to a relative or friend.
(*c*) One of your own choosing.

The teacher in judging the composition will note the following points:

(a) *Character of thought.* (c) *Capitals, punctuation and spelling*
(b) *Neatness and arrangement.* (d) *Clearness of expression.*

3. Select from your composition the following:

(*a*) Compound sentence.
(*b*) Complex sentence.
(*c*) Modifier, tell what it modifies.
(*d*) Analyze your compound sentence.

4. Define the following: The participle, the present participle, the past and the past perfect participles.

5. In sentences of your own construction illustrate the use of the forms defined in the 4th question.

6. Name, define and illustrate in sentences the modifications of the noun and pronoun.

7. Write one or more sentences containing—

1st. A phrase modifying a verb.

2d. A phrase modifying a subject of a verb.

3d. A phrase modifying an object of a verb.

4th. A clause modifying a verb.

In each case designate the word modified.

8. Analyze the following :

"The *breaking* waves *dashed* high
On a stern and rock-bound coast,
And the woods *against* the stormy sky
Their giant *branches* tossed."

Parse the italicised words.

9. Define mode. Name the different modes. In the following, select all the words to which the modification of mode belongs and name the mode used :

"Somewhat back from the village street
Stands the old-fashioned country-seat.
Across its antique portico
Tall poplar trees their shadows throw :
And from its station in the hall
An ancient timepiece says to all—
'Forever—never !
Never—forever ! "

HISTORY.

1. Give an account of Sir Walter Raleigh's efforts to establish settlements in America. Also of the next attempt that followed.

2. Give an account of the union of the four colonies—Massachusetts, Plymouth, Connecticut and New Haven. The

trouble caused by the arrival of the Quakers. The cause, first attack and result of King Philip's War.

3. Give the important events and the results of the four expeditions during the French and Indian war, planned for 1755.

4. Why did Gen. Clinton evacuate Philadelphia? Describe the battle that occurred on his march through New Jersey. What can you say of Gen. Lee's conduct upon that occasion.

5. State the terms of the treaty closing the war of the Revolution; also, the condition of the Government at that time. Give the reasons that led to the formation and adoption of the Constitution.

6. Name and describe, in full, three prominent difficulties that occurred during Washington's Administration.

7. Give the causes that led to the War of 1812 and the war with Mexico; the terms of the treaty that closed each; the duration of each and the commanding officers of each side.

8. Give the leading particulars of the unsettled condition of the country at the beginning of Lincoln's Administration; the President's purpose; the first bombardment; its effect upon the country; the President's proclamation, etc.

9. Give an account of the national debt at the close of 1865 as to the amount, methods of raising money, etc.; the Freedmen's Bureau Bill; the variance between President Johnson and Congress on the subject of reconstructing the Union.

ARITHMETIC.

1. Find the cost of plastering the walls and ceiling of a room 50 feet long, $36\frac{1}{2}$ feet wide and $22\frac{1}{4}$ feet high, at 28 cents per square yard, allowing 1,375 square feet for doors and windows. The bill was paid with a note for four months at 5 per cent What will the note amount to when due?

2. Find the cost of flooring a two-story house, 48 feet by 38 feet, with floor plank $1\frac{1}{4}$ inch thick, at $35 per M., making no

allowance for waste. The builder received a note for 30 days in settlement, which he had discounted at the bank at 5 per cent. How much cash did he receive?

3. A contractor agreed to fill an ice house 40 feet long, 30 feet wide, 20 feet high, at 55 cents per long ton, allowing 58 pounds to a cubic foot, he to receive $2\frac{1}{4}$ per cent. commission for personally supervising the work. What was the contractor's commission, and what was the total cost to the owner of the ice house?

4. A merchant bought a hogshead of sugar containing 9 cwt. 56 pounds for $86.04 and paid $3.78 for cartage, $4.78 for freight. At what price per pound must he sell it to gain 15 per cent? To lose 10 per cent.?

5. What will it cost to excavate for the cellar of the First Baptist Church on Broad st., the building being 106 feet by 101 feet and the celllar 7 feet deep, at 25 cents per cubic yard. How many cubic feet of masonry will the foundation walls contain, they being $2\frac{1}{2}$ feet thick and 7 feet high?

6. A note for $600, dated June 10, 1886, had endorsements as follows: December 4, 1886, $50; March 25, 1887, $12; July 9, 1887, $75. How much was due October 5, 1887, at 6 per cent.?

7. Analyze: A boy bought 30 oranges; for $\frac{2}{3}$ of them he paid 3 cents for two, and for the remainder 2 cents for 3; for what must he sell them apiece to gain 50 per cent.? A can reap a field of wheat in 12 days and B in 18 days, how long will it take them to reap it together?

8. May 10, 1883, I borrowed $6,840, with which I purchased flour at $5.70 per barrel. June 22, 1884, I sold the flour at $6.62\frac{1}{2}$ per barrel, cash. What did I gain, money being worth 6 per cent.?

9. A, B and C enter into business, each putting in $5,000. At the end of two years A took out $1,000, B. $2,000, C $3,000, and at the end of the fourth year they closed the business at a loss of $3,600. What was each man's loss?

GEOGRAPHY.

1. Define geography and its subdivisions, giving facts to illustrate each.

2. Describe the relief forms of the earth's surface. What is their effect?

3. Describe government as to its principal forms and subdivisions, giving examples to illustrate each kind.

4. Compare the Eastern and Western Hemispheres as to the number and size of land and water divisions, general surface, climate, most remarkable physical features and populations. Draw any map or diagram you may desire to help illustrate.

5. Describe the Dominion of Canada as to its location, extent, government, commerce, civilization and chief cities.

6. Compare the eastern and western sections of the United States as to physical characteristics, soil, products of farm, forest, mines and factories Name the three largest cities in each section.

7. Bound New York, Pennsylvania and New Jersey as a group. Locate the following: Berlin, Belfast, Birmingham, St. Paul, Cairo.

8. Compare the continents of North America and Europe as to size, location, form, surface and population

9. Draw an outline map of the great lakes and the States that touch them, locating and naming the Capital of each.

SPELLING.

1. Pavilion.
2. Barrack.
3. Askance.
4. Hurricane.
5. Piece-work.
6. Louisiana.
7. Seizure.
8. Indebted.
9. Mortise.
10. Whining.
11. Mosque.
12. Whipping.
13. Brilliant.
14. Fierceness.
15. Salable.
16. Askew.

17. Fledgling.
18. Immigrate.
19. Indianapolis.
20. Charade.
21. Raspberries.
22. Daisies.
23. Sassafras.
24. Quittance.
25. Bagatelle.
26. Luncheon.
27. Surcingle.
28. Concurring.
29. Peddler.
30. Piercing.
31. Erysipelas.
32. Bronchitis.
33. Traceable.

READING.

The first grade grammar department was carefully examined in reading by the Superintendent. The labor was considerable, occupying several days, but the result well repaid the labor. This examination of reading has been made during several years past. Its beneficial influence is beyond question.

I intimated last year that it is desirable that some plan should be adopted whereby some, at least, of the great labor attending these examinations could be avoided. I am pleased to say a plan was adopted unanimously by the Committee on Examinations, which promises, thus far, not only to lighten the burden imposed upon teacher and pupil, but also recognizes the honest, faithful and every-day class-room work of the pupil as deserving of consideration. The following is the plan as adopted by the Committee:

PROMOTION AND GRADUATION.

At a meeting of the Committee on Text Books, held May 18, 1888, the following recommendations, presented by the City Superintendent, were unanimously adopted:

"That every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged "Good," shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certificate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

Provided that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than "Fair," and—

Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as "Honorary."

All promotions shall be conditioned as follows :

Any pupil who shall fail to sustain "Fair" standing in the grade, upon the report of the class teacher to the school Principal, and upon the "advice" of such Principal, after personal examination of the case, may, with the "approval" of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs."

The examinations and promotions were made at the close of the school year last June in accordance with the foregoing, and with very great satisfaction to teachers, pupils and the community generally. So far as we are able as yet to judge, the effect is decidedly beneficial. The pupils are encouraged; the teachers relieved from the strain and anxiety of constant preparation for the formal test examination.

At the close of the term in December last, the Committee, on the recommendation of the Superintendent, made a further modification of the plan of examinations

whereby the preparation of all the questions and review papers was placed in the hands of the principals and teachers, subject to the approval of the Superintendent. This arrangement was most heartily received by all, and the term examinations were conducted in accordance therewith. I think it is not too much to say that no measure ever gave better satisfaction or will exercise a more salutary influence upon the schools in all directions. The universal testimony of the teachers is, we now feel free in our methods of teaching. We present and handle subjects rather than make special preparation for test examinations which, almost without exception, call for an accumulation of facts, merely a matter of memory, without any concern for the intellectual development of the pupil.

SUMMARY OF THE EXAMINATIONS.

School.	Applicants.		Admitted.				Rejected.	
			Honorary Graduation.		By Examination.			
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Burnet Street	34	30	16	3	17	17	1	10
Washington Street	36	18	5	2	31	16	..	..
Lawrence Street	30	17	29	10	..	5	1	2
Colored	1	1	1	1	..	..	..	..
Lafayette Street	19	9	4	2	6	1	9	6
Newton Street	19	21	3	4	15	15	1	2
Summer Avenue	59	40	25	7	33	31	1	2
Chestnut Street	52	35	10	10	25	19	17	6
Oliver Street	24	25	11	13	7	10	6	2
South Eighth Street	22	25	5	5	17	15	..	5
South Market Street	17	18	6	4	11	13	..	1
Morton Street	12	17	8	5	3	8	1	4
Central Avenue	22	15	2	2	18	13	2	..
Private	4	2	..	..	3	1	1	1
Total	351	273	125	68	186	164	40	41
Total	624		193		350		81	

Average Age of Girls Admitted, 14.8.
" " Boys " 14.6.
General Average.....14.7.

Average Age of Girls Rejected, 15.
" " Boys " 14.9.
General Average.....14.10.

HIGH SCHOOL.

The continued prosperity of this school is a source of satisfaction to its many patrons and friends. Its progress in all respects is creditable, highly so, to its management and its corps of efficient teachers, and is a sure indication of the public sentiment regarding it.

The recommendation of the Superintendent that another male teacher be appointed in the male department was carried out by the appointment of Mr. Arthur V. Taylor, who entered upon his duties at the beginning of the present school year, September last. Mr. Taylor is a graduate of high standing from Williams College. He has had several years of successful experience, and gives promise of excellent service. This appointment made it possible to relieve some of the over-pressed classes.

Two annex classes from the female department were organized, at the beginning of the term in September, in beautiful rooms in the O'Connor building rented for that purpose, and Mrs. Joseph Clark and Miss Eliza Coult temporarily placed in charge of them. This gave needed relief to the female department.

I would renew the recommendation made last year that the minimum age for admission be increased to 12. "This will, in a great manner, correct the tendency, now very strong, to hurry bright, young pupils through the primary and grammar schools. The temptation to do this is almost irresistible. These pupils are generally endowed with good memories, and make good lesson and examination records. But when placed upon the High School course of work, where mental power is in demand, they often become discouraged and fall out of the school, signal failures.

"The next step will be to add another year to the primary and grammar school courses, requiring nine years to complete them instead of eight, as now. This additional year I would add to the primary course, making it five years. This would permit the elementary work to be more thoroughly done, the pupil having the benefit of the increase in age and the maturity of mind. This would, in a large measure, relieve the grammar school from the weight of poor elementary preparation, and in the same way the grammar school would be able to relieve the High School. The final result of this plan would be to strengthen the entire course of public school instruction.

"In pursuing this course, no sudden jar or disruption of the schools would occur; but every part of the work would adjust itself to the nine years' course instead of eight."

The following table shows the number of graduates for each year since 1862, twenty-six years:

Year.	Males.	Females.	Total.
1862	8	..	8
1863	8	22	30
1864	6	8	14
1865	6	13	19
1866	8	16	24
1867	4	23	27
1868	4	25	29
1869	6	30	36
1870	7	34	41
1871	9	19	28
1872	10	30	40
1873	13	26	39
1874	14	18	32
1875	14	33	47

	Males.	Females.	Total.
1876	17	46	63
1877	19	41	60
1878	32	47	79
1879	24	48	72
1880	26	39	65
1881	24	46	70
1882	21	53	74
1883	27	48	75
1884	30	40	70
1885	39	43	82
1886	42	53	95
1887	32	45	77
1888	27	63	90
Total number of graduates.	477	909	1,386

An average of 51 each year.

The graduates for this year were distributed as follows:

Classical Course	4
English "	4
Commercial "	19
Ladies' "	63
Total	90

Of the entire number of graduates, 71 were of the four years' course, and 19 of the two years' course.

COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

On Friday evening, June 15th, these exercises were held in the old First Baptist Church building. The audience was large and appreciative. The class acquitted itself well and received the well-earned prizes and all the honors of the occasion.

ORDER OF EXERCISES.

MUSIC—Overture, "Orpheus," - - - *Offenbach*

ESSAY—"Captain Cuttle," - - Miss Edith M. Loweree

ESSAY—"The Influence of an Ideal," Miss Katherine F. Belcher

ORATION—"Man, the Product of Two Forces,"

Howard P. Jones*

CHORUS—"Spring's Return," - - - By the Class

ORATION—"Shall we have Prohibition," Leonard P. McWhood

ESSAY—"The Decline of the Ghost," Miss Aglai L. Labiaux

MUSIC—Barcarole, "Sur Capri," - - - - *Eilenberg*

ESSAY—"Der Amerikanische Indianer,"

Wilford B. Van Houten

(Graduate of Commercial Department.)

ESSAY—"Our Materialism," - Miss Charlotte R. Blake

VOCAL SOLO, - - - - Miss Grace A. Roberts

ESSAY—"Louisa M. Alcott—The Girls' Friend,"

Miss Helena Strauss

MUSIC—Waltz, "Coquetterie," - - - *Waldteufel*

ESSAY—"Our Critics," - - - Miss Frances C. Hays

CHORUS—"Home that I Love," - - - By the Class

ORATION—"The Ties that Bind the Nations,"

George N. Reeves

MUSIC—Spanish Dance, "My Darling," - - *Langley*

PRESENTATION OF CLASS FOR GRADUATION BY E. O. HOVEY, PRINCIPAL OF THE HIGH SCHOOL.

AWARDING OF DIPLOMAS BY JAMES L. HAYS, PRESIDENT OF THE BOARD OF EDUCATION.

PRESENTATION OF PRIZES BY WILLIAM H. DOBBINS, CHAIRMAN HIGH SCHOOL COMMITTEE.

* Excused.

Edward Goeller Prize—*For the highest per cent. in scholarship and deportment of the class in German during the year*—Wilford B. Van Houten.

Gift of the Gentlemen of the Class of Seventy-nine—*For the highest per cent. in scholarship, deportment and attendance of the graduates of the Commercial Department*—Herbert L. Thowless.

Gift of the Alumni—*For the highest total average of all the examinations for the four years by the young ladies*—Mary A Birrell.

Gift of the Alumni—*For the best oration*—George N. Reeves.

John L. Johnson Medal—*For the highest per cent. in mathematics during the past four years*—George W. Terwilliger.

George B. Swain Medal—*For the highest per cent. in scholarship of the entire class, as shown by the final examination*—Mary A. Bradford.

Tichenor Medal—*For the best rhetorical work during the year by the young ladies*—Aglai L. Labiaux.

Abbie A. E. Taylor Medal—*For the best final essay of the young ladies*—Frances C. Hays.

Hovey Medal—*For the highest per cent. in scholarship, deportment and attendance of the entire class during the year*—Katherine F. Belcher.

GRADUATES OF 1888.

SENIOR BOYS.

Classical Course.

Frederick N. Jacobus, George N. Reeves.
Leonard P. McWhood, George W. Terwilliger.

English Course.

Walter H. Jackson, Charles E. Utter,
Howard P. Jones, Hermon B. Ziegler.

SENIOR GIRLS.

General Course.

Ella Ackerson,
Charlotte R. Barnard,
Mary E. Bebout,
Katherine F. Belcher,
Mary A. Birrell,
Mary A. Bradford,
Mary E. Bradshaw,
Margaret C. Breitwieser,
Grace M. Chandler,
Emma E. Christie,
Harriet E. Conant,
Mary L. Conselyea,
Mary Plum Cornish,
Lilian Coursen,
Laura Dickerson,
Adelaide Drummond,
Emma I. Fithian,
Frances Condit Force,
Jessie Gillott,
Claribel Gogl,
Lillian R. Gould,
Florence L. Haines,
Martha B. Haines,
Frances C. Hays,
Georgia Hegeman,
Mary E. Hendrick,
Minnie S. Horschel,
Della M. Joralemon,
Rachel K. Joralemon,
Augusta Kempe,
Aglai L. Labiaux,
Magdalene Landmesser,
Daisy M. Law,
Theresa Leary,
Edith M. Loweree,
C. Dell Martin,
Edith O. Martin,
Amy H. Marvin,
Mary B McCrea,
Jean E. McKee,
Katherine W. Meade,
Mary E. Miller,
Katherine Neilass,
Nellie E. Reeve,
Bessie E. Reeves,
Anna Grace Roberts,
Bessie C. Schenck,
Helena Strauss,
M. Florence Sullivan,
Florence Taylor,
A. Gertrude Tillard,
Madelene Tunison,
Ada M. Turner,
Helen M. Van Ness,
Ida Van Ness,
Flora A. Vliet,
Gertrude Warring,
Wilhelmina Warring,
Esther Weil,
Edith M. Williams,
Emma Wolf,
Clara Zahn.

Classical Course.

Charlotte R. Blake.

Commercial Course.

Albert Aschenbach,
Fred. N. Brundage,
Emil Cluesmann,
Joseph T. Davey,
William D. Decker,
Oscar H. Frahnert,
Charles Hahn,
Charles G. Klehm,
William Limberg,
James B. McKee,
Elmer W. Poiner,
Otto L. Puth,
Adolph E. Reuter,
Julius Schwab,
William Stickney,
Herbert L. Thowless,
Wilford B. Van Houten,
Edmund H. Wirz,
Arthur L. Woodland.

HONOR LIST.

Pupils above 90 per cent.

GIRLS.

Ella Ackerson,
Charlotte R. Barnard
Katherine F. Belcher,
Mary A. Birrell,
Mary A. Bradford,
Charlotte R. Blake,
Harriet E. Conant,
Laura Dickerson,
Adelaide Drummond,
Lillian R. Gould,
Frances C. Hays,
Minnie S. Horschel,
Augusta Kempe,
Aglia L. Labiaux,
Edith M. Loweree,
Jean E. McKee,
Katherine W. Meade,
Anna Grace Roberts,
Bessie C. Schenck,
A. Gertrude Tillard,
Ada M. Turner,
Helen M. Van Ness,
Ida Van Ness,
Gertrude Warring,
Wilhelmina Warring,
Emma Wolf,
Clara Zahn.

BOYS.

Leonard P. McWhood,
George W. Terwilliger,
Charles E. Utter.

Commercial Course.

William Limberg, James B. McKee, Otto L. Puth.

NORMAL AND TRAINING SCHOOLS.

These continue to maintain their high standard of efficiency. Their value to our system is no longer questioned; they are considered indispensable.

The recommendation urged by the Superintendent for several years past, that the course be extended to two years, was adopted by the Board and went into effect September last. It was feared by some that this would prevent a number from attending, but when the class was organized it was found to be, with one exception, the largest that ever entered the school, viz: 47.

I consider this a very important step for this institution. The advantage to the Normal pupil and to the schools in which they shall teach will soon become apparent in the better judgment, better teaching power and better fitness every way.

The standard for admittance to the Normal School is the highest that the present circumstances will permit, viz.: graduation from the four years' course of the High School or its equivalent. This preparation, supplemented by two full years of professional work covering culture studies, theory and practice, with considerable independent and original work, will largely increase the knowledge, intellectual vigor and success of the teacher in our schools.

The chief duty of the Normal School is to arouse in its pupils a clear conception and high appreciation of the great work they are soon to engage in, and to convince them of the need of thorough preparation for such work, and then furnish the best possible opportunities for reaching the object indicated.

We expect to renew our efforts to secure from the Legislature a recognition that shall place our Normal

School upon the same basis as to grade and diplomas as the State School at Trenton.

The necessity for more room for these institutions is more pressing than ever, as the extension of the course will require another class and teacher at the beginning of the next school year.

The serious question is how and where can we find the room. In the annual reports for 1885 and 1886, this was quite fully discussed. I would refer to the plans there presented on pages 72 and 73. I would add another suggestion for consideration. The Burnet Street premises contain a large front yard, upon which a commodious building of six or eight rooms could be erected and used for Normal School purposes, and also furnish needed primary room for that district. I would urge the Normal School Committee to lose no time in presenting this matter, with some feasible plan, to the Board.

I think the necessary steps should at once be taken to establish a kindergarten class as a part of the course in the Training School.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Enrollment.	Ave. Attendance.	Graduates.
1880	33	29	29
1881	28	25	27
1882	31	26	28
1883	37	34	36
1884	39	32	35
1885	36	32	35
1886	41	34	36
1887	55	49	53
1888	33	31	33
Total	333	292	312

COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

The usual large and appreciative audience was present in Association Hall on Wednesday evening, June 27, 1888, to listen to the following order of exercises:

PROGRAMME.

Overture—"Welcome," - - - - *Hermann*
Orchestra.

Prayer.

Essay—"Influence of Books,"
Josephine A. Widmer.

Chorus—"Night Sinks on the Wave," - - *H. Smart*
By the Class.

Essay—"Ideal Women,"
D. Elizabeth Contrell.

Chorus—"The Little Fisher Maiden," *Ludolf Waldemann*
By the Class.

Essay—"Iceland,"
Mary Harley.

Music—Gavotte, "Woman's Heart," - - - *Holst*
Orchestra.

Essay—"Dreamers,"
Clara Schwab.

Chorus—"Cradle Song," - - - - *W. Taubert*
By the Class.

Essay—"Child Characters of Dickens,"
Katharine F. Dunn.

Vocal Solo—(By request), "An Old Garden," - *Temple*
Lillian M. Pierson, Graduate, 1887.

Essay—"What Does the Eye See?"
Elizabeth H. Ahbe.

Music—Polka, "Eda," - - - - - - *Fuenkenstein.*
Orchestra.

Presentation of Class for Graduation.
By Wm. N. Barringer, *City Superintendent.*

Awarding of Diplomas,
By James L. Hays, *President of the Board.*

GRADUATES OF '88.

Elizabeth H. Ahbe,
Anna Anderson,
Josephine M. Baldwin,
Edith C. Barnett,
Amy L. Bolton,
Kate L. Bristol,
Priscilla Burnett,
Mary F. Clark,
D. Elizabeth Contrell,
H. Louise Crane,
Clara Irene Curtis,
Hortense Deidrick,
Katharine F. Dunn,
L. Louise Elder,
Griselda Ellis,
Carrie H. Fine,
Lizzie E. Gauch,
Florence A. Haring,
Mary Harley,
Jeanette T. Horschel,
Sarah L. Hymes,
Annie I. McKenzie,
Amelia E. Peal,
Lillie R. Ruckelshaus,
Clara Schwab,
Martha C. Smith,
Mary Gertrude Snow,
Alice M. Sutherland,
Julia A. Sutphen,
Evelyn S. Symons,
Sadie E. Van Houten,
Josephine A. Widmer,
Lizzie H. Winans.

The teachers in these schools deserve to be commended for the earnest devotion given to their work, and the success they have achieved under many difficulties.

SUMMER SCHOOLS.

No measure adopted by the Board of Education has given more complete satisfaction than the organization of these schools, three years ago, in those sections of the city where the families largely remain at home during the long summer vacation.

It was a matter of great surprise to many to see the hundreds of children willingly and gladly crowding into these schools within one short week after the close of the regular term in June. It is taken for granted that children dislike generally to go to school. These summer schools seem to contradict this assumption. Children, almost without exception, when properly employed and instructed, love to be there and will go from choice.

Three schools were established at first; the number was increased to five last year. I think the number should be raised to six or seven, locating one in the South Market Street building or perhaps Hawkins Street, and one in South Tenth Street house. This would make it possible for many in these localities to attend. It is better to scatter the schools than to crowd a large number of classes in one house. The reasons are these: the schools are more accessible, and consequently a greater number will attend; the individual schools will be smaller, and can thereby be better handled and instructed, with less labor and friction. I commend these schools to your fostering care.

The following tabulated statement shows the number and location of the classes, the number of male and female pupils enrolled, and the average attendance:

	No. of Classes.	No. of Pupils Enrolled. Male.	Female.	Total.	Average Attendance
Newton Street	8	258	229	487	327
Wickliffe Street	3	77	78	155	104
Webster Street	4	141	142	283	151
South Street	3	71	67	138	77
Hamburg Place	6	203	173	376	260
Morton Street	7	209	201	410	294
Total	31	959	890	1849	1213

The following exhibits the various ages of the children attending:

	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	Over 14.
Newton Street	109	112	72	96	44	42	9	3
Wickliffe "	36	34	32	31	11	11	3	..
Webster "	48	55	47	50	27	27	22	11
South "	24	33	22	24	17	17	7	5
Hamburg Place	97	76	57	55	43	43	5	2
Morton Street	94	80	83	80	37	37	9	2
Total	409	390	313	336	179	145	55	23

The following shows what schools the pupils attended before entering the summer schools:

	Public School.	Private School.	No School.
Newton Street	390	77	20
Wickliffe "	113	42	..
Webster "	205	68	10
South "	112	24	2
Hamburg Place	342	34	..
Morton Street	359	46	5
Total	1521	291	37

The foregoing table shows that while a large proportion of the children attending were from the public schools, nearly three hundred from private schools were enrolled.

The health of teachers and pupils was good throughout the term of six weeks.

The opportunities for cultivating the observing powers and training the hand are excellent, and are coming to be more and more appreciated and used.

EVENING SCHOOLS.

The steady advance made by these is clearly apparent to all connected with them or in any way familiar with their work. This is owing to the better grade of teaching talent furnished. The teachers are continued, so far as possible, from year to year; this has influenced many pupils to complete the full course of instruction provided for these schools. I have no doubt that in a few years, at farthest, it will be found possible and advisable to establish an advanced evening school, giving to those who finish the full course a certificate to that effect. This will stimulate large numbers, who are unable to attend the day schools, to take the full evening course.

The advantage of the evening schools to the foreign population needs no argument; it is recognized by all.

The number of pupils registered, 2,597; males, 2,010; females, 587.

Number of teachers employed in the evening schools, 57; males, 20; females, 37.

The number of pupils suspended or expelled is shown below:

Lafayette Street	3
Newton "	5
Webster "	2
South Market Street	3
Morton Street	5
Central Avenue	3
Total	21

The following table shows the enrollment, attendance, etc., for the year ending March 1, 1888:

	Enrollment.	Average Enrollment	Average Attendance.	Per Cent.	Length of Term.
Lafayette Street	450	232	179	77.1	5 mos.
Newton Street	342	207	154	74.3	5 mos.
Webster Street	312	200	139	70	5 mos.
South Market Street	429	272	190	70.	5 mos.
Morton Street	683	404	294	72.8	5 mos.
Central Avenue	381	227	179	78.8	5 mos.
Total	2,597	1,542	1,135	73.8	5 mos.

The average nightly membership in each school for each month is shown in the following table:

	Oct.	Nov.	Dec.	Jan.	Feb.	Average.
Lafayette Street	331	277	228	177	148	232
Newton Street	300	221	182	200	131	207
Webster Street	291	222	178	161	142	200
South Market St.	357	312	253	261	175	272
Morton Street	587	456	373	342	260	404
Central Avenue	343	257	198	179	158	227
Total	2,209	1,745	1,412	1,320	1,014	1,542

The recommendation that the sessions of the evening schools begin at 7.30 and close at 9.15 was adopted, with the modification to close at 9 instead of 9.15, and went into effect at the opening of the schools, October 3. The wisdom of this change is clearly evidenced by great improvement in punctuality, attendance, and especially by the undisturbed condition of the classes during the entire evening. It is unanimously commended by the principals and teachers.

Objection is made by some, and with good reason, to the day-school teachers engaging in evening-school work. The force of this objection lies in over-taxing the strength of the teacher and thereby, in a greater or less degree, subtracting from his efficiency in the day school. This is true in some cases, but not in all. It chiefly applies to those of small experience and less skill. The reason of this is easy enough to understand; they are not masters of their profession, and consequently work with great expenditure of physical and mental force.

On the other hand, the nature and condition of evening-school work require a high order of experience and skill. This cannot be had outside of the teaching profession. The talent necessary for this work cannot be picked up anywhere when needed. Thus we seem to be limited, with few exceptions, in the selection of the teachers for this work, to those engaged in our day schools. If it were possible, and I hope it may be soon, I should be glad to see a class of trained teachers specially for our evening schools. Evening schools, without experienced teachers, have been shown, time and time again, to be a farce. I have a plan partially matured, looking in this direction, which I expect to lay before the Committee on Teachers before the opening of another

season. At present, I can see no other way than to make the selection of teachers with reference to the best interests of day and evening schools, and with all the discrimination and wisdom possible.

EVENING DRAWING SCHOOL.

This school still continues to maintain its high standard of efficiency. Every year brings a larger number of applicants anxious to gain admission. It is encouraging and hopeful to the industrial interests to see some three hundred young men, mostly mechanics, after toiling during the day, spend several evenings each week in mastering the art of drawing, that they may enhance their skill as mechanics.

The accommodations for this school are entirely insufficient, and the Board should carry out the recommendations made last year and make ample provision for it.

One of the small side rooms was fitted up with drawing tables, and a class of twenty or more crowded into it. The pressure at the opening of the school last October was so great that another teacher was employed. We now have five teachers, who teach from two to four evenings each per week. Three classes are under instruction each night, the school being in session every evening of the week.

The supply of models, plates, casts, patterns, etc., is fair, and they are utilized to the utmost. Some of the teachers have constructed, for use in their classes, models, outline drawings, instruments and other appliances.

The interest of the pupils is unflagging from year to year, and a good number complete the entire three years' course, some of whom desire to continue and take a supplemental course.

Number of pupils enrolled in each department:

Mechanical Drawing	124
Architectural Drawing	59
Freehand Drawing	117
Total	300

Average enrollment for each month:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Mechanical Class I	24	24	26	24	21	20
" " II	32	32	26	18	19	19
" " III	42	39	36	36	36	33
Architectural "	48	48	44	39	31	21
Freehand " I	48	47	47	41	39	41
" " II	40	41	44	41	36	38
Total	234	231	223	199	182	172

The closing exercises took place Thursday evening, March 29th, in the Art Gallery of Library Hall. Many were unable to gain admittance on account of the crowded state of the room.

President Hays, of the Board of Education, presided. The Committee on Evening Schools, the City Superintendent, members of the Board and others were present.

The President made the annual address, which was listened to with close attention throughout. Commissioner McKenna, of the Evening School Committee, made some acceptable remarks to the young men. The Superintendent called attention to the condition and needs of the school. Other remarks were made.

The President then distributed diplomas to the following graduates, they having completed the full three years' course:

GRADUATES OF 1887–'88.

MECHANICAL CLASS.

Charles H. Van Giesen,
William D. Allison,
Charles F. Buchman,
Frederick Wagner,
William J. Buehler,
Charles Lawrence,
Hugh Quinn.

ARCHITECTURAL CLASS.

Richard Kennedy,
John Ellis, Jr.,
Frederick Kessel,
Ferdinand Maull,
William R. Vreeland,
Charles Geffinger.

FREEHAND CLASS.

Millard McCann,
William J. Reilly,
William Crawford,
Christian Lenz,
Benjamin Smith.

METHODS OF INSTRUCTION.

Probably in no part of the school work has greater progress been made than in the methods of teaching. These have steadily changed from mere memoriter recitations to the presentation of subjects in such way as to call forth the best practical thought of the pupil and the best expression of such thought. This is a difficult and slow process, and can advance no faster than the mental growth and training of the teacher will permit.

I wish just here to speak in strong terms of commendation of the efforts made by a large number of the teachers to elevate and enlarge their personal culture, both professional and general. This, in due time, will permeate the whole work of the school.

The fundamental principle underlying the methods used is, that the pupil shall have clear and definite per-

ception of the ideas and processes presented to his mind, and power to readily and accurately express them in oral or written language. This power to discriminate and see relations is the very essence of all good thinking.

The ability to help himself is made prominent in the training of the pupil. How to study; how to use books; how to examine and investigate; how to experiment and illustrate and express, that he may apprehend, understand and use. These are the ends now sought for by a large number of the teachers. Under the influence of these methods and purposes, all the subjects are better presented and taught.

The leavening influences of these principles is well illustrated in much of the elementary work in the primary classes. Also it is especially effective in the geography and history teaching in the grammar departments. In many of the classes, geography has ceased to be merely a collection of localities and isolated facts, and has become one of the most stimulating and interesting in the course of instruction. The drawing of rapid free-hand maps, the construction of relief maps in sand, with putty or plaster, the use of globes and many other forms of representation and illustration, the introduction of comparative and commercial geography, have nearly revolutionized the methods of geographical study and teaching. A similar improvement has been made in teaching history, which, instead of being the dryest and most hated by the pupil, has become the most attractive. Both of these subjects furnish excellent opportunities which are well used, for composition and language exercises.

FORM STUDY AND INDUSTRIAL WORK.

This work has made a good beginning, and is steadily being developed. The fundamental idea involved in these exercises is, the pupils are taught and trained to see and know form correctly before they undertake to make it or express it on paper.

"The classes are required to study forms by handling them and making them. The pupils use the scissors in cutting forms from paper, and then construct other forms of endless variety by combining these and placing them in books or on card-boards provided for that purpose. The interest, delight and profit to the pupils are very great."

The models and typical forms now in the schools are used with success. The interest is deepening, and the satisfaction, in most cases, of the teachers is freely expressed. It is feared by some teachers and friends of the schools that this work will usurp more than its legitimate share of time and attention. I am free to admit that there is danger in this direction. But I feel sure that, with proper care, this tendency and danger, very natural where strong interest is felt, will be placed within proper limits, and the desired proportion of all the subjects in the course will be preserved.

There is no doubt, on the part of many, very little knowledge of the character and amount of this kind of work done in the schools. That the patrons of the schools and the public generally may have an opportunity to see and judge for themselves, I would recommend that an exhibit of the drawing and industrial work now done in the public schools be made at as early a day as may be practicable, say next April or May. This will

afford an opportunity for thousands to personally examine this work. I feel confident much benefit will result from such exhibit. A few years ago, an exhibit of a similar character was made in Standard Hall, Market street, and over 12,000 persons visited it, including many from other cities. The result, even then, was highly satisfactory; since then I trust some advance has been made.

I think the time has come when sewing should occupy a place in the course of instruction in our schools, especially for the girls. This is the case in a number of cities. Where it has been introduced, it has been very successful, giving excellent satisfaction to the patrons of the schools. The same can be said of cooking. The difficulty and expense of introducing these subjects are not great—by no means insurmountable. In some cities, private enterprise and funds have provided for their introduction. Have we no public spirited citizens in Newark, who will lead in this matter? Newark is certainly alive and active; the Board of Education has just been furnished with ample and beautiful offices. Now let us enlarge the facilities and practical usefulness of our schools by affording the opportunity to our girls to acquire some practical knowledge of these useful arts of sewing and cooking.

The oft-repeated statement that this kind of work will interfere with the intellectual progress of the pupils is of no weight now, as it is shown where introduced that the mental progress of the pupil is advanced rather than otherwise.

I urge this subject upon the attention of the Board.

PHYSICAL TRAINING.

This subject, which has been under consideration by the Committee on Course of Study and the Board for some time, has finally taken shape. The recommendation that it be introduced into the Normal School, as a part of the course of study for that institution, was adopted by the Board, and the generous offer of the Trustees of the Newark Academy, of the free use of their elegant and thoroughly-equipped gymnasium, was accepted. At the August meeting of the Board of Education, the following resolution was adopted:

Resolved, That the thanks of this Board are due and are hereby presented to the Trustees of the Newark Academy for their very generous offer of the free use of their gymnasium and apparatus for the Normal School scholars under the care of this Board.

Dr. C. P. Linhart, the accomplished Director of the Newark Academy gymnasium, was engaged as teacher in the Normal School, dating from October 1, 1888; he to give two lessons per week, together with such instruction in anatomy, physiology and hygiene as may be necessary. Dr. Linhart promptly accepted the appointment, and at once entered upon his duties.

The young ladies were pleased with this opportunity for physical training, and began the work with zeal. Their progress during the first term of the year was satisfactory. Their training has special reference to fitting them to teach the subject of physical training in the schools under the direction of the Board.

This work is now fairly under way, and the successful

introduction of physical culture into all the classes of our schools is only a matter of a little waiting until the teachers have received sufficient training.

I deem it necessary that provision should very soon be made for instructing and training the teachers now engaged in the schools. If we wait until a sufficient number of the Normal pupils are ready to give this instruction, it will be a long time before efficient work in this direction can be done. One lesson a week, open to all teachers who can attend, would soon, under the direction of Dr. Linhart, place this subject intelligently and successfully in all our schools.

Upon the assurance of Dr. Linhart, we shall have competent teachers of this subject, who will be able to take charge of gymnastic training in any of the schools. I would recommend that the schools then be grouped, and a teacher be appointed from among these trained ladies to take charge of the work. At small expense, under this plan, thorough instruction and practice can be given to every class in the public schools. In connection with the efficient supervision and help of the Committee on Sanitary Regulations in protecting our schools from all unsanitary conditions inside and out, the health of the teachers and pupils will be enhanced.

In connection with this subject, I deem it advisable to present the following tabulated statement of health statistics, received from the principals. The Superintendent is thoroughly awake to the importance of this matter of the healthfulness of our schools.

Schools.	Deaths. Teachers.	Deaths. Pupils.	General Health. Teachers.	General Health. Pupils.
Normal	..	..	G.	G.
High	..	2	G.	G.
Burnet Street	..	1	V. G.	V. G.
Eagles Street	..	..	V. G.	V. G.
State Street	1	..	V. G.	V. G.
James Street	..	1	F.	F.
Market Street	..	..	G.	G.
Washington Street	..	3	G.	V. G.
Marshall Street	..	..	G.	V. G.
Lawrence Street	..	1	G.	G.
Commerce Street	..	1	F.	F.
Colored	..	..	E.	E.
Lafayette Street	..	1	G.	G.
Newton Street	..	3	G.	G.
Camden Street	..	..	V. G.	V. G.
South Tenth Street	..	7	E.	E.
Holland Street	..	..	E.	E.
Thirteenth Avenue	..	2	V. G.	V. G.
Wickliffe Street	..	2	G.	G.
Summer Avenue	..	2	V. G.	V. G.
Summer Avenue Annex	..	..	V. G.	V. G.
Webster Street	..	2	F.	F.
Bloomfield Avenue	..	..	F.	F.
Elliot Street	..	2	F.	F.
Chestnut Street	..	1	F.	G.
Oliver Street	..	..	G.	G.
South Street	..	5	G.	G.
Walnut Street	..	1	G.	G.
Houston Street	..	..	G.	G.
South Eighth Street	..	..	G.	G.
Roseville Avenue	..	1	G.	G.
North Seventh Street	..	..	V. G.	V. G.
South Market Street	..	..	V. G.	F.

Schools.	Deaths. Teachers.	Deaths. Pupils.	General Health. Teachers.	General Health. Pupils.
South Market Street Annex	..	..	V. G.	F.
Bowery Street	..	..	V. G.	F.
Hamburg Place	..	5	G.	G.
Clover Street	..	..	G.	G.
Morton Street	..	3	F.	G.
Eighteenth Avenue	1	..	G.	G.
Monmouth Street	..	6	E.	G.
Miller Street	..	..	G.	G.
Central Avenue	..	1	G.	F.
Lock Street	..	1	G.	F.
Totals	2	54	7 F.	10 F.
			21 G.	20 G.
			11 V. G.	10 V. G.
			4 E.	3 E.

[F., Fair; G., Good; V. G., Very Good; E., Excellent.]

This careful statement I think clearly indicates that our schools are in good condition.

TEACHERS' MEETINGS.

These, including the Institutes, Superintendent's meetings with the Principals, Principals' meetings with class teachers, Principal's Association, reading circles in the various schools for professional reading and general culture, and the courses of lectures in New York University attended by a large number of the principals, are not only continued, but are growing in strength and interest.

I feel that our teachers are deserving of commendation for the zeal they manifest and the time and labor they

give, in their efforts to attain a high grade of culture and thereby the better to qualify themselves for their responsible work.

I cannot leave this topic without a passing word concerning the Reading Circle. It is growing in numbers and results. The State Department of Education recognizes it and extends to it hearty encouragement. The State Superintendent is President of the State Circle. The first graduating exercises were held in Normal School building, Trenton, December 26, 1888, when a class of 169, having completed the full three years' course, received their diplomas. Of this number, somewhat over fifty were from the Newark schools. I believe the friends of progress in education everywhere will endorse this movement.

GENERAL READING.

The interest taken in this form of educational work is a most hopeful sign. The opportunities in this direction have greatly multiplied during the past few years, and the methods of pursuing the work have been much improved. Instead of the desultory, haphazard efforts of a few years ago, a careful selection of books and topics with special reference to mental discipline, valuable information and general culture now in a good measure prevail. This fact is also accepted, that the school life proper continues at best but a few years, while the library, with its vast opportunities, is available and may accompany us to the end and become really a great life university. The further fact is also realized more fully than ever before, that it is more to the advantage of the

pupil to leave his school with good habits and methods of reading and study, research and investigation, than with an accumulation of unrelated and merely memoriter facts. Discipline and method are the essential elements of power. To train his pupils in the use of the means and resources at hand should be the aim of every teacher.

The Committee on Text Books have been for several years very liberal in giving assistance for enlarging the libraries of the Normal and High Schools. For this the pupils and teachers feel very grateful.

The libraries throughout the schools of the city are increasing in number, strength and efficiency.

I deem it well to submit the following statement of the schools having libraries, number of volumes in each, amount of expenditures, etc.:

School.	Volumes.
Normal	165
High	1,694
Burnet Street	516
Market Street	119
Washington Street	436
Lawrence Street	325
Commerce Street	23
Lafayette Street	351
Newton Street	250
Camden Street	152
South Tenth Street	45
Wickliffe Street	91
Summer Avenue	575
Summer Avenue Annex	40
Webster Street	268
Chestnut Street	321

School.	Volumes.
Oliver Street	600
South Street	297
Walnut Street	178
Houston Street	42
South Eighth Street	208
South Market Street	210
Hamburg Place	140
Morton Street	1,000
Eighteenth Avenue	478
Monmouth Street	42
Miller Street	166
Central Avenue	289
Total	9,021

Up to the present time the amount of money contributed by the State under the Library Aid Act is $1,300.00; by the schools, $1,300.00; total, $2,600.00. This does not include all the money expended for this purpose, as many of the schools spent more money than the amount appropriated by the State.

Perhaps it is not out of place to state, in closing this article, that in the establishment of the Free Library in the beautiful building on West Park street, an invaluable aid will be given, in all directions, to educational progress in Newark. Every grade and class of interests will be recognized by the Board of Trustees.

CONCLUSION.

I would say, in concluding this report, that the outlook for our schools was never more hopeful than now. The Board and the various committees are indefatigable in

their efforts. The spirit, devotion and unanimity of the teachers promise much, and the confidence of the general public in our schools and their management is calculated to encourage.

I desire to express my appreciation of the assistance rendered in all my work by the principals and teachers.

To the Board, I express my continued thanks for its support.

Respectfully submitted,

WM. N. BARRINGER,

City Superintendent of Public Schools.

NEWARK, January 25, 1889.

PART III.

APPENDIX.

SCHOOL DIRECTORY.

BUILDINGS.

SCHOOL DIRECTORY.

BUILDINGS.

HIGH.

Location, Washington street, corner Linden.
Erected, 1853–54.
Opened January 7th, 1855.
Enlarged, 1883.
Improved, 1886.
Class-Rooms, Seventeen.
Janitor RICHARD WHITE, 196 Plane street.

HIGH SCHOOL ANNEX.

Location, 103 Washington street, near Bleecker.
Rented.
Opened September 15th, 1888.
Class-Rooms, Two.
Janitor, RICHARD WHITE, 196 Plane street.

BURNET STREET.

Location, Burnet street, between Orange and James.
Erected, 1868–69.
Opened, September 6th, 1869.
Class-Rooms, Fourteen.
Janitor, JOSEPH GLASS, 250 High street.

EAGLES STREET.

Location, No. 9 Eagles street, near Orange.
Rented.
Opened, September 12th, 1887.
Class-Room, One.
Janitor, JOSEPH GLASS, 250 High street.

STATE STREET.

Location, State street, near Broad.
Erected, 1846–47.
Opened, 1874.
Enlarged, 1882.
Class-Rooms, Ten.
Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

MARKET STREET.

Location, Market street, near the Court House.
Erected, 1847.
Opened, January 2d, 1848.
Enlarged, 1883.
Class-Rooms, Eight.
Janitor, ANDREW BRADY, 16 Maiden lane.

WASHINGTON STREET.

Location, Washington street, near Kinney.
Erected, 1868.
Opened, September 3d, 1868.
Class-Rooms, Fifteen.
Janitor, ANDREW J. DAY, 28 Governor street.

MARSHALL STREET.

Location, Marshall street, corner Coe's place.
Opened, October 23d, 1882.
Purchased, November 21, 1888.
Enlarged, 1888–89.
Class-Rooms, Six.

Janitor, MRS. JAMES COZINE, 34 Coe's place.

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.
Erected, 1872–3.
Opened, September 1st, 1873.
Class-Rooms, Twelve.

Janitor, DAVID MORROW, 11 Lawrence street.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.
Erected, 1846–47.
Opened, September, 1880.
Class-Rooms, Six.

Janitor, SAMUEL R. CARR, 299 Market street.

COLORED.

Location, rear of Commerce street building.
Erected, 1860.
Enlarged, 1868.
Opened, as a Colored School, 1874.
Class-Rooms, Four.

Janitor, SAMUEL R. CARR, 299 Market street.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.
Erected, 1848–49.
Opened, July 27th, 1849.
Enlarged, 1863; 1870–71; 1881; 1884.
Class-Rooms, Fifteen.
Janitor, PETER BIRCH, 78 Lafayette street.

NEWTON STREET.

Location, Newton street, near South Orange avenue.
Erected, 1866–67.
Opened, September, 1867.
Enlarged, 1868.
Burned, June, 1871.
Rebuilt, September–October, 1871.
Enlarged, 1873.
Class-Rooms, Seventeen.
Janitor, THOMAS H. DUFFY, 155 South Orange avenue.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.
Erected, 1883–84.
Opened, September 5th, 1884.
Class-Rooms, Twelve.
Janitor, JACOB KERN, 302 Camden street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.
Erected, 1870.
Opened, January 2d, 1871.
Enlarged 1879; 1888–89.
Class-Rooms, Fourteen.
Janitor, NICHOLAS MORGENSTERN, 68 Holland street.

HOLLAND STREET.

Location, 23 Holland street, rear.
Rented.
Opened, May 3d, 1887.
Class-Rooms, Two.
Janitor, NICHOLAS MORGENSTERN, 68 Holland street.

THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.
Erected, 1887–88.
Opened, November 19th, 1888.
Class-Rooms, Eight.
Janitor, BENJAMIN D. ROBINSON, 50 Richmond street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.
Erected, 1848–49.
Opened, as a Grammar School, 1849.
Opened, as a Primary School, September 1st, 1873.
Class-Rooms, Six.
Janitor, ELIZABETH WALSH, rear of school.

SUMMER AVENUE.

Location, Summer avenue, near Second.
Erected, 1883–84.
Opened, September 5th, 1884.
Class-Rooms, Twelve.
Janitor, GOTTFRIED BIEBER, Passaic street, near Oriental.

SUMMER AVENUE ANNEX.

Location, Summer avenue, corner Kearney street.
Rented.
Opened, November 19, 1877.
Class-Rooms, Two.
Janitor, MRS. MARY A. BENNETT, 23 Bloomfield avenue.

WEBSTER STREET.

Location, Webster street, corner Crane.
Erected, 1855–56.
Opened, April 20th, 1857.
Class-Rooms, Twelve.
Janitor, ANDREW COLBY, 80 Eighth avenue.

BLOOMFIELD AVENUE.

Location, 35 Bloomfield avenue, near Rowland street.
Rented.
Opened, April 4th, 1887.
Class-Rooms, Two.
Janitor, FRANK D. A. CONGER, 31 Rowland street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.
Erected by Woodside Township.
[Woodside annexed, April 5, 1871.]
Opened, September, 1871.
Rebuilt, 1881.
Class-Rooms, Four.
Janitor, MILES I. COEYMAN, 732 Summer avenue.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.
Erected, 1859–60.
Opened, September 24th, 1860.
Enlarged, 1870.
Class-Rooms, Sixteen.
Janitor, SAMPSON SIMMONS, 135 Bank street.

OLIVER STREET.

Location, Oliver street, near Pacific.
Erected, 1869.
Opened, September 6th, 1869.
Class-Rooms, Fifteen.
Janitor, JAMES G. SCOTT, 128 Oliver street.

SOUTH STREET.

Location, South street, corner Hermon.
Erected, 1883–84.
Opened, September 5th, 1884.
Class-Rooms, Ten.
Janitor JAMES MCGEE, 124 Tichenor street.

WALNUT STREET.

Location, Walnut street, near Jefferson.
Erected, 1862.
Opened, January, 1863.
Remodeled, 1877.
Class-Rooms, Eight.
Janitor, HUGH RUNYON, 67 Warwick street.

HOUSTON STREET.

Location, Houston street, near New York avenue.
Erected, 1879 (on leased ground).
Opened, September, 1879.
Class-Rooms, Two.
Janitor, JOHN RYNO, 37 Houston street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.
Erected, 1872–73.
Opened, September 1st, 1873.
Class-Rooms, Twelve.
Janitor, WILLIAM J. HEDRICK, 508 Warren street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.
Erected, 1883–84.
Opened, April 16th, 1884.
Class-Rooms, Six.
Janitor, JAMES QUINN, 52 Bergen street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.
Erected, 1860, on Roseville avenue site.
Removed, 1874, to its present location.
Opened, September 6th, 1874.
Class-Rooms, Four.
Janitor, A. OTTMAN, 177 South Seventh street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.
Erected, 1855–56.
Opened, May 4th, 1857.
Class-Rooms, Twelve.
Janitor, MICHAEL CLARK, 13 Clover street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry street.
Erected, 1881–82.
Opened, April 10th, 1882.
Enlarged, 1885-86.
Class-Rooms, Fourteen.
Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

HAWKINS STREET.

Location, Hawkins street, near Ferry.
Erected, 1887–88.
Opened, January 3d, 1889.
Class-Rooms, Eight.
Janitor, WM. BAUMGARTNER, 29 Hawkins street.

MORTON STREET.

Location, Morton street, corner Broome.
Erected, 1851.
Opened, November 24th, 1851.
Enlarged, 1861; 1869; 1881.
Class-Rooms, Nineteen.
Janitor, CHARLES ZAHN, 121 West street.

EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.
Erected, 1871.
Opened, September, 1871.
Class-Rooms, Seventeen.
Janitor, CHARLES E. GERNDT, 78 Boyd street.

MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.
Erected, 1886–87.
Opened, May 2d, 1887.
Class-Rooms, Sixteen.
Janitor, WILLIAM OVERGNE, 100 Waverly place.

MILLER STREET.

Location, Miller street, near Sherman avenue.
Erected, 1880–81.
Opened, June 1st, 1881.
Enlarged, 1887–88.
Class-Rooms, Fourteen.
Janitor, JOHN HEWITT, 85 Poinier street.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.
Erected, 1871–72.
Opened, September, 1872.
Class-Rooms, Fourteen.
Janitor, THOMAS JOHNSON, 66 Newark street.

LOCK STREET.

Location, Lock street, bet. Central and Sussex avenues.
Erected, 1866–67.
Opened, April, 1867.
Class-Rooms, Four.
Janitor, DAVID LOGAN, 140 Sussex avenue.

INDUSTRIAL SCHOOLS.

JAMES STREET.

Location, No. 8 James street.
Class-Rooms, Three.
Janitor, LOUIS V. HANKE, 15 James street.

CLOVER STREET.

Location, Clover street, near Merchant.
Class-Rooms, Two.

These buildings are owned by corporations, from whom the Board rents school rooms.

SCHOOL DIRECTORY.

TEACHERS.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Adams, Alvia C.	South 8th St. G.	Assistant	17 Gould ave.
Adams, Myra W.	Webster Street P.	"	337 Belleville ave.
Alden, Mary L.	Hawkins Street P.	"	32 Coe's place.
Allen, Ardelia H.	High	1st Ass'nt.	17 West Park st.
Allen, Georgiana	Summer Ave. G.	Assistant	69 Mt. Pleasant ave.
Allen, Jane E.	Washing'n St. G.	V. Prin'pal.	39 Franklin st.
Alyea, Cornelia L.	Lawrence St. P.	Assistant	3 Eighth ave.
Anderson, Henry S.	Camden Street P.	Principal	208 South Sixth st.
Anthony, Lizzie	Wickliffe Street P.	Assistant	7 Burnet st.
Antz, Natalie	High	3d Ass'nt.	56 Taylor st.
Aschenbach, Mary C.	South 10th St. P.	H'd Ass'nt.	Vailsburg, N. J.
Avery, Sarah A.	Central Ave. P.	Assistant	122 Halsey st.
Bacheller, Estelle H.	Camden Street P.	"	27 Boston st.
Baird, Margaret	18th Avenue Int.	V. Prin'pal.	102 Sherman ave.
Baldwin, Anna A.	Newton Street G.	Assistant	27 Bathgate place.
Baldwin, E. Belle	Morton Street P.	"	171 Fourth ave.
Baldwin, Emma F.	Hamburg Pl. Int.	V. Prin'pal.	23 Warwick st.
Baldwin, Lucasta C.	North 7th St. P.	Assistant	37 Myrtle ave.
Baldwin, Mary A.	Summer Av. An'x	H'd Ass'nt.	41 Fulton st.
Baldwin, M. Lillian	Chestnut St. G.	Assistant	71 Pennington st.
Balevre, Catharine A.	Morton Street P.	"	215 South Sixth st.
Ball, Hattie E.	18th Avenue P.	"	134 Monmouth st.
Baxter, James M.	Colored	Principal	15 Elm st.
Beach, Hattie J	Newton Street P.	Assistant	92 Wright st.
Beam, Sarah E.	Oliver Street G.	1st Ass'nt.	23 Warwick st.
Beardsley, Emma E.	Chestnut St. G.	"	78 Elizabeth ave.
Bedell, Mary E.	South Street P.	Assistant	423 Plane st.
Belcher, Elizabeth H.	Commerce St. P.	V. Prin'pal.	Irvington, N. J.
Bennett, Laura J.	Burnet Street G.	1st Ass'nt.	203 North Sixth st.
Bensen, Carrie W.	So. Market St. G.	Assistant	117 Elm st.
Berry, Arisena	Monmouth St. P.	"	47 Parkhurst st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Berry, Estelle V.	Miller Street P.	Assistant	47 Parkhurst st.
Betts, Margaret E.	Elliot Street P.	"	35 Clark st.
Bimbler, Marie C.	State Street P.	"	322 Broad st.
Bingham, Cora E.	Miller Street P.	"	90 Wright st.
Bingham, Lizzie M.	Wickliffe St. P.	"	263 Academy st.
Bird, Mary R.	Lafayette St. P.	"	113 Bruen st.
Bissell, Wm. E.	Burnet Street G.	Principal	22 Summit st.
Bogan, Margaret A.	Hawkins Street P.	Assistant	116 Union st.
Boughner, Emily	So. Market St. G.	"	287 Walnut st.
Bowers, Ida	Monmouth St. P.	V. Prin'pal.	11 Atlantic st.
Bowers, Sara E.	Burnet Street P.	Assistant	11 Atlantic st.
Brackin, M. Fannie	Webster Street P.	"	22 Mt. Prospect ave.
Brant, Elizabeth V.	Morton Street G.	"	21 Arch st.
Branum, Sarah N.	Chestnut St. G.	1st Ass'nt.	26 Chestnut st.
Brookfield, Eliza A.	State Street P.	Principal	100 Central ave.
Brookfield, Sarah A. B.	State Street P.	Assistant	100 Central ave.
Buchanan, Fannie L.	Lawrence St. G.	"	201 Mt. Pleasant ave.
Buehler, Annie J.	So. Market St. P.	"	71 Oxford st.
Burgyes, Annie S.	North 7th St. P.	"	21 Bathgate place.
Burgyes, Edith	Camden Street P.	"	21 Bathgate place.
Burns, Mary C.	Lafayette St. P.	"	36 Elm st.
Burritt, Eva Egerton	Chestnut Street P.	"	27 Brunswick st.
Bush, Ida J.	Lock Street P.	"	416 Summer ave.
Buttle, Irene M.	Lafayette St. P.	"	40 Elm st.
Camden, Marian D.	Burnet Street P.	V. Prin'pal.	236 High st.
Canfield, Jennie B.	Central Ave. G.	Assistant	116 Orange st.
Carter, S. Fannie	Walnut Street P.	Principal	51 Bleecker st.
Cation, Lizzie	Morton Street P.	Assistant	54 Orchard st.
Chase, Eva	Hawkins St. P.	"	1 Sherman ave.
Chedister, Louise	Morton Street P.	V. Prin'pal.	94 Court st.
Clark, Joseph	Lafayette St. G.	Principal	48 East Kinney st.
Clark, Laura A.	Miller Street P.	Assistant	92 Miller st.
Clark, Mabel L.	18th Avenue P.	"	14 Frelinghuysen av.
Clarke, Agnes B.	Hamburg Pl. P.	H'd Ass'nt.	181 Walnut st.
Coates, Harriet S.	Commerce St. P.	Assistant	7 West Park st.
Coe, Cornelia S.	Commerce St. P.	"	74 State st.
Coe, Jessie L.	Webster Street P.	"	74 State st.
Coleman, Mary A.	Washington St. P.	"	54 Eighth ave.
Collard, Thos. T.	Market Street P.	Principal	23 Kearney st.
Cone, Anna G.	Newton Street P.	Assistant	119 Wickliffe st.
Conn, Anna C.	Hamburg Pl. P.	"	48 Eighth ave.
Conover, Margaret D.	Lawrence St. P.	"	45 Division place.
Conover, Susie B.	State Street P.	"	45 Division place.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Cook, Laura	Central Ave. G.	Assistant	69 Eighth ave.
Cornish, Lydia R.	Market Street P.	"	178 Washington st.
Cornwell, Gertie L.	Marshall Street P.	"	162 Garside st.
Cory, Mrs. Catharine B.	James Street Ind.	Principal	51 Bleecker st.
Cottrell, Katherine	Burnet Street G.	Assistant	1 Eighth ave.
Coult, Eliza A.	Summer Ave. P.	"	50 Broad st.
Courtois, Trinette H.	Burnet Street P.	"	68 Burnet st.
Crane, B. Flora, Ph. M.	High	1st Ass'nt.	44 North Eleventh st.
Crane, Emma S.	Burnet Street P.	Assistant	53 Halsey st.
Crane, Helen S.	Washington St. P.	"	95 West Kinney st.
Crater, Georgia B.	Marshall Street P.	V. Prin'pal.	17 Court st.
Crosby, Esther J.	Burnet Street G.	"	37 Burnet st.
Curtis, Annie E.	Webester St. Int.	"	34 Everg'n p., E. Or'ge
Dana, Caroline R.	Monmouth St P.	Assistant	15 Baldwin st.
Davidson, H. Adelaide.	Hamburg Pl. P.	"	104 Congress st.
Dawson, Grace	Miller Street P.	"	80½ Thomas st.
Day, Annie C.	Washing'n St. G.	"	28 Parkhurst st.
Day, Margaret A	Washing'n St. G.	1st Ass'nt.	28 Parkhurst st.
Day, Stephen S.	Newton Street G.	Principal	257 Clinton ave.
Dean, Charlotte W.	Central Avenue P.	Assistant	180 Washington st.
Dean, G. Julia	Morton Street G.	1st Ass'nt.	180 Washington st.
Dean, M. Ida	Central Ave. G.	"	180 Washington st.
Delano, Laura C.	Walnut Street P.	Assistant	105 Bleecker st.
Dettmer, Juliet	Summer Av. An'x	"	258 Belleville ave.
Dey, Lurena	Newton Street P.	H'd Ass'nt.	206 First st.
Dodge, Ruth C.	State Street P.	Assistant	37 Burnet st.
Donnelly, Anna T.	Central Ave. G.	"	205 North Fourth st.
Donnelly, Mary M.	Burnet Street G.	"	205 North Fourth st.
Doremus, Eliza C.	Roseville Ave. P.	"	238½ Belleville ave.
Doremus, Jessie K.	Washing'n St. G.	"	238½ Belleville ave.
Dougall, Elizabeth W.	Summer Ave. G.	1st Ass'nt.	360 Bank st.
Dougall, Mary A.	South 8th St. G.	V. Prin'pal.	360 Bank st.
Dougall, Wm. A., A. M.	South 10th St. P.	Principal	360 Bank st.
Dougherty, Henry J.	18th Avenue Int.	"	279 South Ninth st.
Downing, A. S., A. M.	High	1st Ass'nt.	2 West Park st.
Drake, Belle	South 10th St. P.	Assistant	20 Centre st.
Drew, Minnie I.	So. Market St. P.	"	101 Congress st.
Duncan, Lucy G.	Newton Street P.	"	140 Elm st.
Dunn, Alice N.	Wickliffe Street P.	"	71 South Eleventh st.
Dunn, Katherine F.	13th Avenue P.	"	466 High st.
Dunnell, Anna C	South 8th St. P.	V. Prin'pal.	Linden av., Bloomf'ld
Durand, S. Eveline	18th Avenue P.	Assistant	424 Washington st.
Dusenberry, Emily T.	18th Avenue P.	"	86 Orchard st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Eagles, Annie McLeod....	Central Avenue P.	Assistant .	273 High st.
Egbert, Edna C.....	Morton Street P.	"	58 Fair st.
Ellis, W. N.....	Music Teacher...	Special ...	108 Gates av., Br'klyn
Ellyn, Lizzie.....	Lafayette St. P..	Assistant .	99 Walnut st.
Elston, M. Ella.....	Central Ave. G..	"	7 Baldwin st.
Enders, J. Virginia	Camden Street P.	"	141 Bank st.
Eunson, Sarah A.....	18th Avenue P...	"	120 Sherman ave.
Fawcett. Sara A.....	Drawing Teacher.	Special....	498 Broad st.
Felix, Marie.....	Morton Street P..	Assistant .	91 Sherman ave.
Felts, Florence.....	13th Avenue P...	"	51 Howard st.
Fine, M. Estella.....	Lock Street P...	"	98 Central ave.
Finter, Ella S.....	Market Street P..	"	108 Congress st.
Finter, Emma.....	Oliver Street P...	V. Prin'pal.	108 Congress st.
Fitz-Gerald, Helen D.....	Newton Street P.	Assistant .	122 Wickliffe st.
Fitzgerald, Jennie B.....	18th Avenue P...	"	182 Brunswick st.
Fletcher, Alice M.....	Central Avenue P.	V. Prin'pal.	183 Fairmount ave.
Forbes, Mrs. Isabella.....	Newton Street G.	Assistant .	117 Wickliffe st.
Force, Annie M.....	Washing'n St. G.	"	204 Jackson av., J.City
Forman, George.....	Monmouth St. P.	Principal..	313 S. Orange ave.
Forster, Millie A.....	High.....	1st Ass'nt.	1001 Broad st.
Fort, Fred. W.....	Hamburg Pl. Int.	Principal..	33 South Tenth st.
Fowler, Helen M.....	Central Avenue P	Assistant .	45 Front st.
Fowler, Julia K.....	Hawkins Street P.	"	45 Front st.
Foxcroft, Jennie I.....	State Street P...	"	13 Carteret st.
Freer, Lucy M.....	High.....	3d Ass'nt..	50 Broad st.
Garabrant, Laurilla.....	Walnut Street P..	Assistant .	148 Elm st.
Garrabrant, Anna L.....	Webster St. Int..	"	29 North Ninth st.
Gaston, Kate L.....	South 8th St. P..	"	192 Roseville ave.
Gemar, Jennie A.....	Hamburg Pl. Int.	"	203 Main st., E. Or'ge
Geraghty, Linda M.....	Morton Street G.	"	114 New st.
Giffin, Clarence S.....	Morton Street G.	V. Prin'pal.	40 Mulberry st.
Giffin, Wm. M.....	Lawrence St. G..	Principal..	195 South Sixth st.
Gillott, M. Augusta.....	Lock Street P...	V. Prin'pal.	34 Jay st.
Gleason, C. H.....	Summer Ave. G..	Principal..	104 Fourth ave.
Glover, Flora I.....	So. Market St. G.	Assistant .	91 Congress st.
Goble. Harriet W. R.....	Summer Ave. P..	"	161 Garside st.
Goldsmith, Julia.....	Monmouth St. P.	"	18 Pine st.
Gore, Belle M.....	Summer Ave. G..	"	310 Summer ave.
Gould, Frances V.	South 8th St P..	"	24 Gould ave.
Gould, Sarah M.....	Webster St. Int..	"	29 North Ninth st.
Green, Agnes B.....	Chestnut St. G...	1st Ass'nt.	40 Camp st.
Greene, Clara W.....	High.....	V. Prin'pal.	17 West Park st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Gregory, Virginia G.....	Camden Street P.	Assistant .	40 North Eleventh st.
Grice, Edith E.....	South 8th St. P..	"	287½ So. Seventh st.
Grover, Isabel G....	Washington St. P.	"	97 Court st.
Hall, Juliet N.....	Hawkins Street P.	"	40 East Kinney st.
Hallock, J. A.....	Webster St. Int..	Principal..	106 Bloomfield ave.
Hallock, Sarah L.....	Webster Street P.	Assistant .	106 Bloomfield ave.
Hampton, Belle.....	Newton Street P.	"	351 Plane st.
Hancock, Phebe.....	Lawrence St. G..	V. Prin'pal.	40 Columbia st.
Hand, Lydia W.....	Morton Street G.	Assistant .	Bruen ave., Irvington.
Hanford, Juliette K.....	Roseville Ave. P.	"	177 North Seventh st.
Hanson, F. H.	Washing'n St. G.	Principal..	49 Nelson place.
Harring, Frances M.....	Summer Ave. G.	Assistant .	174 Summer ave.
Harris, Laura L.....	Miller Street P...	"	50 Miller st.
Haskell, Mary G.....	Clover Street Ind.	"	5 Clay st.
Hatcher, Ida M.....	Oliver Street G...	1st Ass'nt.	28 Frelinghuysen ave.
Haulenbeck, Caroline Y...	Roseville Ave. P.	Assistant .	49 North Eleventh st.
Healey, M. Adelaide.....	Oliver Street G	"	70 Brunswick st.
Healy, Julie W.....	Miller Street P...	"	70 Brunswick st.
Heeley, Lottie H.....	13th Avenue P...	"	55 Howard st.
Henderson, Annie.....	Hamburg Pl P...	"	10 Pacific st.
Hennion, Mary A.....	Chestnut St. G...	H'd Ass'nt.	19 South st.
Hennion, Mary P.... ...	Summer Ave. P..	Assistant .	307 Belleville ave.
Henson, Ellen A.....	Roseville Ave. P.	"	568 Orange st.
Hill, Laura E.....	Camden Street P.	"	49 Nelson place.
Hill, Lillie A.....	Camden Street P.	"	49 Nelson place.
Hilton, Mary L.....	South 10th St. P.	"	247 South Eighth st.
Hochkins, Carrie E.....	Central Avenue P.	"	253 South Eighth st.
Hochkins, Julia L.....	Camden Street P.	"	253 South Eighth st.
Holbrook, Caroline A. F..	Commerce St. P.	"	34 Park st.
Holloway, Julia S.....	Washing'n St. G.	"	186 Washington st.
Hollum, Margaret.....	Central Ave. G...	"	175 James st.
Hoppaugh, Abbie J.....	Walnut Street P..	"	37 Lafayette st.
Hoppaugh, Annie O.....	Oliver Street G...	"	37 Lafayette st.
Hopping, Susie C.....	Hamburg Pl. P..	"	10 Pacific st.
Horn, Matilda....	Monmouth St. P.	"	131 Prince st.
Hovey, E. O., A. M., Ph.D	High.....	Principal..	30 Orleans st.
Howard, Anna M.....	13th Avenue P...	Assistant .	156 William st.
Howell, Pamela.....	Summer Ave. G.	"	33 Clark st.
Hutchings, Carrie C.....	Walnut Street P..	H'd Ass'nt.	58 Hamilton st.
Hutchings, Emma L.....	Newton Street G.	V. Prin'pal.	South Orange, N. J.
Iliff, C. Blanche.....	Hamburg Pl. P..	Assistant .	23 Pacific st.
Ingalls, Bertha E.....	13th Avenue P...	"	29 Broad st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Ingalsbe, Caroline A.	18th Avenue P.	H'd Ass'nt.	294 Mulberry st.
Issler, Emma A.	Morton Street G.	"	32 Nelson place.
Jackson, Hattie G.	Washington St. P.	Assistant .	88 Wakeman ave.
Jackson, Ida M.	Holland Street P.	"	299 Washington st.
Jenkinson, Harriet K.	State Street P.	"	24 Baldwin st.
Jerolemon, Lillian B.	13th Avenue P.	"	297 Washington st.
Johnson, Alice E.	So. Market St. P.	V. Prin'pal.	69 Adams st.
Johnson, Alice I.	Morton Street G.	Assistant .	104 Thirteenth ave.
Johnson, Caroline	18th Avenue P.	"	278 Academy st.
Johnson, Jane E.	Normal	Principal .	19 Bathgate place.
Johnson, Mrs. M. Louisa.	James Street Ind.	Assistant .	23 So. Thirteenth st.
Jones, Laura	Hamburg Pl. P.	"	204 New st.
Kayser, Chas. F.	High	1st Ass'nt.	52 Nelson place.
Keene, Ednah J.	Monmouth St. P.	Assistant .	102 Warren st.
Kempf, Emily M.	Summer Ave. G.	1st Ass'nt.	39½ Garside st.
Kennedy, J. Wilmer	Miller Street Int.	Principal .	577 Broad st.
Kent, Caroline J.	James Street Ind.	Assistant .	102 Ridgewood ave.
Kerns, M. Lizzie	Burnet Street G.	1st Ass'nt.	21 Halsey st.
Kinsey, Elizabeth D.	Lawrence St. G.	"	10 South st.
Kirk, Isabel M.	Oliver Street P.	Assistant .	111 Mechanic st.
Kirkpatrick, Mary D.	South Street P.	"	58 New York ave.
Kitchell, Agnes	Webster Street P.	"	247 Broad st.
Klotz, Elizabeth D.	South 10th St. P.	"	26 State st.
Lambson, Belle	Central Ave. G.	"	30 Nelson place.
Landmesser, Elizabeth.	State Street P.	"	47 Plane st.
Lawrence, Mary	Burnet Street G.	1st Ass'nt.	35 Nichols st.
Lawrence, Minnie J.	Washing'n St. G.	"	53 Academy st.
Layton, Julia N	Miller Street P.	H'd Ass'nt.	70 Murray st.
Leary, Helen J.	Lawrence St. P.	Assistant .	105 Commerce st.
Leary, Margaret A	So. Market St. P.	"	105 Commerce st.
Lehman, Minnie	South Street P .	"	211 Thomas st.
Lennon, Elizabeth A.	So. Market St. G.	1st Ass'nt.	53 Jefferson st.
Leyden, Eliza, Ph.B	High	"	10 Rowland st.
Lobdell, Lillie I.	Wickliffe Street P.	Assistant .	73 Warren st.
Ludlow, L. Belle	Oliver Street P.	"	212 Summer ave.
Lutz, M. Anna	South 10th St. P.	"	5 Arch st.
Maclay, Mary E.	Oliver Street G.	"	87 Union st.
Maclure, David	Chestnut St. G.	Principal .	193 South Sixth st.
Martin, Adelyn C.	Chestnut Street P.	Assistant .	24 Astor st.
Martin, Lizzie P.	Walnut Street P.	"	11 East Park st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Martin, May	Marshall Street P.	Assistant .	16 Oak st.
Martin, May Axford	Oliver Street P...	"	49 Pennington st.
Mason, Julia A	Colored	"	82 Orange st.
Mathews, B. C., A. M.	High	1st Ass'nt.	36 Kearney st.
McClelland, Annie H	Camden Street P.	Assistant .	163 Fairmount ave.
McClure, Joanna M	South 10th St. P.	"	117 Wickliffe st.
McClure, Rebecca	Newton Street G.	1st Ass'nt.	117 Wickliffe st.
McHugh, Abbie P	Wickliffe Street P.	Assistant .	162 Garside st.
McIntyre, Adelina	Colored	"	43 Bank st.
McKeon, Annie	Lawrence St. P..	V. Prin'pal.	141 Camden st.
McLeod, Eunice A	Elliot Street P...	Principal..	66 Taylor st.
McNeill, Mary A	North 7th St. P..	Assistant .	50 Myrtle ave.
Merry, Grace	Lafayette St. P...	"	19 Lombardy st.
Merry, Julia	High	3d Ass'nt..	19 Lombardy st.
Merry, Sara E	Burnet Street P..	Assistant .	19 Lombardy st.
Mershon, Mary A	Wickliffe Street P.	Principal..	141 Camden st.
Mikels, Jessie B	Webster St. Int..	Assistant .	230 Garside st.
Millen, Emma	South 8th St. G..	"	99 Congress st.
Miller, Adelaide D	Lock Street P...	"	137 Bank st.
Miller, Annie M	Chestnut Street P.	V. Prin'pal.	37 Columbia st.
Miller, Caroline M	Wickliffe Street P.	Assistant .	137 Bank st.
Miller, Mattie M	Walnut Street P..	"	214 Mulberry st.
Miller, M. Ella	Newton Street G.	"	58 South Orange ave.
Mills, Lydia A	Lafayette St. G...	"	218 Walnut st.
Mock, Kate E	13th Avenue P...	"	87 Wickliffe st.
Moore, Elizabeth	18th Avenue P...	"	58 Wright st.
Moore, Elizabeth N	Hamburg Pl. P...	"	41 Essex st.
Moore, Hannah	South Street P...	H'd Ass'nt.	118 Miller st.
Moore, Lizzie A	South Street P...	Assistant .	140 Emmet st.
Moore, M. Alice	Miller Street Int..	"	101 Thomas st.
Moorhouse, Mary J	Lafayette St. G..	H'd Ass'nt.	24 Oak st.
Morehouse, Carrie E	Miller Street Int..	Assistant .	70 Murray st.
Morgan, Emma	Newton Street P.	"	18 Mercer st.
Morgan, Maria E.	Central Ave. G...	V. Prin'pal.	122 North Sixth st.
Morris, M. Jennie	Miller Street Int..	Assistant .	132 Pennsylvania ave.
Mullison, Harriet W	Clover Street Ind.	Principal..	104 Court st.
Murphy, Eliza	Summer Ave. G..	V. Prin'pal.	361½ Summer ave.
Myer, Eva	State Street P...	Assistant .	8 State st.
Myrick, Eliza J	Elliot Street P...	"	154 High st.
Nebinger, Mary	Chestnut St. P...	"	504½ Washington st.
Olmstead, Mary, A. B	High	1st Ass'nt.	17 West Park st.
O'Rourke, Mary A	Hamburg Pl. P...	Assistant .	98 Washington st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Ortland, Emma E	18th Avenue P.	Assistant	43 West st.
Osborne, Clara L.	Monmouth St. P.	"	83 Court st.
Parker, Isabel A.	Burnet Street G.	"	21 Halsey st.
Parker, Mary M.	South Street P.	"	107 Thomas st.
Peck, Adelaide	18th Avenue Int.	"	122 Brunswick st.
Peer, E. Jane	18th Avenue P.	"	127 Arlington st.
Pierson, Eliza H.	Lawrence St. G.	"	24 Oak st.
Poinier, Alice B., A. B.	High	3d Ass'nt.	41 South st.
Potter, S. Emily	Washington St. P.	V. Prin'pal.	17 West Park st.
Price, Lillian L.	Morton Street P.	Assistant	375 Washington st.
Price, M. Henrietta	Oliver Street G.	"	27 Pacific st.
Price, Mary H.	Monmouth St. P.	"	303 Belleville ave.
Provost, Anna M.	Elliot Street P.	"	37 Rowland st.
Putnam, Ella E	High	3d Ass'nt.	66 Oriental st.
Putnam, Martha D.	Lawrence St. P.	Assistant	66 Oriental st.
Quinlan, James M., A. M.	High	1st Ass'nt.	506 Summer ave.
Quinlan, Margaret G.	Elliot Street P.	Assistant	506 Summer ave.
Randall, G. Adelaide	South Street P.	"	84 Prospect st.
Rarick, Isadora B.	Chestnut St. G.	"	96 Sheffield st.
Rasch, Margaret A.	18th Avenue P.	"	167 Boyd st.
Rawle, Anne Isabel	Monmouth St. P.	"	7 Atlantic st.
Reeve, Ella A.	Hamburg Pl. P.	"	110½ Bleecker st.
Reeve, M. Emma	Burnet Street G.	"	11 Linden st.
Reeve, Virginia R.	State Street P.	"	89 New st.
Richards, Lucy A.	Elliot Street P.	"	21 Taylor st.
Richards, Mary H.	High	3d Ass'nt.	21 Taylor st.
Richardson, Marion	Chestnut Street P.	Assistant	61 Miller st.
Righter, Marietta	So. Market St. G.	"	68 Mt. Pleasant ave.
Riker, M. Alice	Newton Street G.	"	18 Pennington st.
Riley, Margaret R.	Houston Street P.	H'd Ass'nt.	100 Pacific st.
Roche, Kate	Oliver Street G.	Assistant	39 Chestnut st.
Roeser, Antonia V	So. Market St. P.	"	63 Bank st.
Romaine, Mary E.	Miller Street Int.	V. Prin'pal.	23 Chestnut st.
Ryer, Gertrude E.	South 8th St. G.	1st Ass'nt.	38 Nelson place.
Ryerson, Laura F.	South 8th St. G.	Assistant	123 Stone st.
Samuel, Ida	Monmouth St. P.	"	10 Belmont ave.
Sandy, Wm. C.	High	1st Ass'nt.	17 Cedar st.
Sargeant, Ada E.	Market Street P.	Assistant	192 Summer ave.
Satchwell, Annie M.	Hamburg Pl. P.	"	547 Bank st.
Sayre, Ann E.	Newton Street G.	1st Ass'nt.	370 Bank st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Sayre, E. Louise	Bloomfield Av. P.	Assistant	186 Belleville ave.
Sayre, Laura B.	Camden Street P.	V. Prin'pal.	6 Gould ave.
Scarlett, Augustus	South 8th St. G.	Principal	56 South Eleventh st.
Scarlett, Sarah B.	Roseville Ave. P.	"	56 South Eleventh st.
Schneider, Emma D.	Summer Ave. G.	1st Ass'nt.	33 Clark st.
Schulte, Otto H.	Morton Street G.	Principal	64 Alpine st.
Schwab, Clara	Washington St. P.	Assistant	498 Washington st.
Shepard, Edwin	Oliver Street G.	Principal	77 Court st.
Sickles, Harriet E.	Newton Street G.	Assistant	14 Nelson place.
Simpson, Amy	Bloomfield Av. P.	"	Belleville, N. J.
Sipp, Emma F.	Chestnut St. G.	1st Ass'nt.	48 Tichenor st.
Skinner, M. Adaline	South 10th St. P.	Assistant	83 Ferry st.
Sloan, Sarah J.	Webster Street P.	V. Prin'pal.	94 Bloomfield ave.
Smalley, Flora E.	Newton Street P.	Assistant	279 Norfolk st.
Smith, Mrs. C. L. D.	Lafayette St. G.	V. Prin'pal.	177 Quitman st.
Smith, Cora C.	Chestnut St. G.	Assistant	157 Quitman st.
Smith, Elizabeth J.	South 10th St. P.	"	118 Hunterdon st.
Smith, Emily A.	South 10th St. P.	"	12 Chestnut st.
Smith, Emma J.	Chestnut St. G.	V. Prin'pal.	18 Franklin st.
Smith, Mrs. Fannie W.	Newton Street G.	"	122 Wickliffe st.
Smith, Ida E.	Morton Street P.	Assistant	16 Hampden st.
Soden, Annie M.	18th Avenue P.	"	95 Sherman ave.
Sonn, Geo. C.	High	1st Ass'nt.	29 Clark st.
Speer, Matilda J.	18th Avenue Int.	Assistant	45 Astor st.
Spinning, Maria L.	Morton Street G.	1st Ass'nt.	33 Franklin st.
Squire, M. Irene	Monmouth St. P.	Assistant	26 Nelson place.
Starkweather, Minnie C.	Eagles Street P.	"	55 Mulberry st.
Steele, Fannie	Oliver Street G.	1st Ass'nt.	128 Monmouth st.
Steele, Susie	Oliver Street G.	V. Prin'pal.	128 Monmouth st.
Stickney, M. Ada	Morton Street P.	Assistant	65 South Orange ave.
Stites, Belle S.	Lafayette St. P.	"	101 Jefferson st.
Stites, Dora A.	Lafayette St. P.	V. Prin'pal.	101 Jefferson st.
Stonelake, Olivia E.	Market Street P.	Assistant	1001 Broad st.
Stout, Helen L.	Monmouth St. P.	"	173 Quitman st.
Strieby, Mary	Webster Street P.	"	68 Park place.
Stringer, Elizabeth M.	Washing'n St. G.	"	51 Avon ave.
Sturgis, Emma M.	State Street P.	"	198 Plane st.
Summers, Jennie	Burnet Street P.	"	208 Main st., Orange.
Sweasy, M. Augusta	Market Street P.	"	122 Wickliffe st.
Symons, Evelyn S.	Oliver Street P.	"	184 Walnut st.
Taylor, A. V., A. B.	High	"	69 Sherman ave.
Taylor, Geo. O. F.	Central Ave. G.	Principal	69 Sherman ave.
Taylor, Sarah G. A.	South 8th St. G.	Assistant	355 Washington st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Terwilliger, J. L.	South Street P.	Principal	228 South Sixth st.
Thomas, Emily B.	Colored	Assistant	741 Broad st.
Thompson, Elizabeth L.	Lafayette St. G.	"	48 East Kinney st.
Thompson, Hattie	18th Avenue P.	"	102 Pennsylvania ave.
Thompson, Nellie B.	Washing'n St. G.	1st Ass'nt.	102 Pennsylvania ave.
Tompkins, Florence	Webster Street P.	Assistant	37 Lincoln ave.
Tucker, Lizzie D.	Oliver Street P.	"	48 Nelson place.
Tyler, Carrie E.	Summer Ave. P.	H'd Ass'nt.	176 Summer ave.
Tyler, Mary E.	Lawrence St. G.	Assistant	176 Summer ave.
Umbach, Minnie L.	Miller Street Int.	"	71 Emmet st.
Urick, Wm. P. B.	So. Market St. G.	Principal	244 Lafayette st.
Utter, Ella D.	So. Market St. P.	Assistant	112 Green st.
Valentine, Emma	Chestnut Street P.	"	385 Mulberry st.
Van Houten, Lizzie L.	Monmouth St. P.	"	62 Waverly place.
Van Nortwick, Cornelia A.	Chestnut St. G.	"	173 Quitman st.
Vinson, Ida A.	Lafayette St. G.	"	15 Hill st.
Vliet, Ella L.	13th Avenue P.	"	837 Broad st.
Vosburgh, Minnie	Commerce St. P.	"	125 Plane st.
Vreeland, Eva M.	Central Avenue P.	"	237 Broad st.
Vreeland, M. Louisa	Market Street P.	V. Prin'pal.	148 Washington st.
Walker, Elizabeth J.	Lawrence St. G.	Assistant	40 Franklin st.
Ward, Mary E.	So. Market St. G.	V. Prin'pal.	9 Linden st.
Ward, Sarah J.	Lafayette St. P.	Assistant	1020 Broad st.
Webner, Amilla	Roseville Ave. P.	"	73 North Fourth st.
Wertz, Bessie G.	South 8th St. P.	"	55 Myrtle ave.
White, Annie R.	Holland Street P.	"	24 Franklin st.
Whitfield, M. Eliza	Walnut Street P.	"	106 Pennington st.
Williams, Emma R.	Monmouth St. P.	"	163 Plane st.
Williams, Ida L.	Walnut Street P.	"	195 Walnut st.
Willis, Belle B	Summer Ave. P.	"	377 Summer ave.
Willis, Mrs. Martha S.	Summer Ave. G.	1st Ass'nt.	377 Summer ave.
Wilson, Albert B.	13th Avenue P.	Principal	206 South Sixth st.
Wilson, Susie M.	Monmouth St. P.	Assistant	27 Monmouth st.
Winans, Isadore M.	High	1st Ass'nt.	19 Cedar st.
Wood, Clara A.	Lafayette St. P.	Assistant	38 Grove st.
Wood, Elvie A.	Camden Street P.	"	38 Grove st.
Wood, Josephine H.	Roseville Ave. P.	"	181 North Sixth st.
Woodward, Emma F.	Morton Street P.	"	79 Court st.
World, Mary	North 7th St. P.	Principal	256 North Seventh st.
Wyckoff, Elizabeth	South 8th St. G.	Assistant	105 North Seventh st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
York, Ella	Lafayette St. P...	Assistant .	58 Pacific st.
Young, Alice E..... ..	Houston Street P.	"	295 East Kinney st.
Young, Amelia R	Market Street P..	"	52 Belleville ave.
Young, Margaret.....	South 8th St. G..	"	30 South Eleventh st.
Young, Mary A.....	South Street P...	"	295 East Kinney st.

SALARIES.

Schedule of Teachers' Salaries,

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

GRADE.	1st Year.	2d Year.	Maxim'm.
NORMAL SCHOOL.			
Principal—Female			$1,300 00
HIGH SCHOOL.			
Principal—Male			2,400 00
First Assistant—Male	$1,400 00		1,600 00
Second " "	1,200 00		1,300 00
Vice-Principal—Female			1,500 00
Teacher of Rhetoric (Male Dept.), Female			1,100 00
*First Assistant—Female	900 00		1,000 00
Second " "	800 00		900 00
Third " "	700 00		800 00
GRAMMAR SCHOOLS.			
Principal—Male			2,000 00
Vice-Principal—Male	1,100 00		1,200 00
Vice-Principal—Female	900 00		1,000 00
Head Assistant, "			800 00
†First " "			700 00
Assistant, "	500 00	$575 00	650 00
INTERMEDIATE SCHOOLS.			
Principal—Male			1,800 00
Vice-Principal—Female	800 00		900 00
Assistant, "	500 00	575 00	650 00

SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	Maxim'm.
PRIMARY SCHOOLS.			
Principal—Male			$1,500 00
Principal (6 classes and upwards), Female			1,000 00
Principal (less than 6 classes), Female			850 00
Vice-Principal—Female	$700 00		800 00
Head Assistant, "			700 00
Assistant, "	425 00	$500 00	600 00
‡Temporary Assistant—Female	3 months at $30.	4 months at $35.	3 months at $40.
TRAINING SCHOOL.			
Principal—Male			1,800 00
Vice-Principal—Female	700 00		800 00
Assistant, "	500 00	575 00	650 00
INDUSTRIAL SCHOOLS.			
Principal—Female			700 00
Assistant "	425 00	500 00	600 00
COLORED SCHOOL.			
Principal—Male			1,500 00
Assistant—Female	425 00	500 00	600 00
SPECIAL.			
Drawing Teacher—Female			1,100 00
EVENING SCHOOLS.			
Principal—Male	$50 per month.		
Assistant—Male or Female	$30 and	$35 per	month.

NOTE.—No special salary now paid shall be reduced by reason of this Schedule.

* First Assistants in the Female Department of the High School who teach full senior grade division, shall receive $10 per month additional salary while teaching such division.

† Assistants in Grammar Departments teaching a first-grade section, shall receive $900 per year while teaching such grade.

‡ Assistants in Primary Schools must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

COURSE OF INSTRUCTION.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer; Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness School { What can be seen. / What cannot be seen. Animals, domestic; days of the week, months of the year, time on the clock-face.	Writing on slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil Continue Addition and begin Subtraction; practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued, form, size, color illustrated by objects.	Writing on slate; writing name of the pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on Multiplication table; exercise in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing, No. 1 Graphic, S. C.; writing names and statements on slates and exercise paper.
First.	Second and Third Readers; Phonic spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, 3 and 4 Map Drawing.	Occupations of men, women and children, manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing, books Nos. 2 and 3, Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self control.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Elementary lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Graded lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, No. 4, L. C. No. 5, S. C.
Second.	Fourth Reader; Spelling; Supplementary Reading.	Decimals; from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed	Graded lessons in English; exercises in Composition.	To events of 1777.	Nos. 5 and 6 Graphic, L. C.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Graded lessons in English; Declamation and Composition.	From events of 1777 to end of book.	No. 7, L. C.; Graphic Blank.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day.
Industrial Drawing twice each week and Writing three times.

NORMAL SCHOOL.

COURSE FOR ONE YEAR.

Mental Philosophy.	Theory and Practice of Teaching.	Music. Physical Culture.
	Training School Practice.	Lectures on the Philosophy and Science of Education and Methods of Instruction.
Moral Science.	General Culture.	
	Drawing and Penmanship.	

The course has been extended to two years; the details of the work for the second year will be ready for use at the beginning of the next school year, September 1, 1889.

In addition to the above course, each pupil in the Normal School is required to spend at least eight weeks of each year in practical class-room work in the Training School, under the special direction of the City Superintendent, Principal of the Normal School and Principal of the Training School.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COMMERCIAL COURSE—(TWO YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping; Penmanship and Commercial Correspondence.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German.
2D YEAR.			
1st Term.	Arithmetic.	Book-keeping; Commercial Law and Correspondence and Civil Government.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German.

Language Lessons, Composition and Declamation through the course.
Drawing, optional.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

CLASSICAL COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
3d Term.	Algebra.	Lat. Gram., Lessons	Phys. Geography or German.
2D YEAR.			
		Cæsar.	
1st Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
2d Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
3d Term.	Algebra.	(Latin Prose.)	Greek Grammar and Lessons.
3D YEAR.			
		Cicero.	Anabasis.
1st Term.	Algebra.	Cicero.	Anabasis.
2d Term.	Geometry.	Virgil's Æneid.	Anabasis.
3d Term.	Geometry.	(Latin Prose.)	(Greek Prose and History.)
4TH YEAR.			
		Virgil's Æneid.	
1st Term.	Geometry.	Georgics, Bucolics.	Iliad.
2d Term.	Trigonometry.	Roman History and	Iliad.
3d Term.	Review.	Review.	Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may omit Geometry and Trigonometry and take German instead.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology or German.
2d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
3d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
2D YEAR.			
		Cæsar.	
1st Term.	Algebra.	Cæsar.	Nat. Philosophy or German.
2d Term.	Algebra.	Cæsar.	Nat. Philosophy or German.
3d Term.	Algebra.	(Latin Prose.)	Nat. Philosophy or German.
3D YEAR.			
		Cicero.	
1st Term.	Algebra.	Cicero.	General History.
2d Term.	Geometry.	Virgil's Æneid.	Political Economy.
3d Term.	Geometry.	(Latin Prose.)	Political Economy.
4TH YEAR.			
		Virgil's Æneid.	
1st Term.	Geometry.	Georgics, Bucolics.	Chemistry.
2d Term.	Trigonometry.	Roman History and	Chemistry.
3d Term.	Review.	Review.	Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
3d Term.	Arithmetic.	Lat. Gram., Lessons.	Botany.
2D YEAR.			
1st Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar.	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar.	Rhetoric.
4TH YEAR.			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Compositions and Recitation through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

ENGLISH COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping, Penmanship and Commercial Correspondence.	Physiology.
2d Term.	Algebra		Physical Geography.
3d Term.	Algebra.		Physical Geography.
2D YEAR.			
1st Term.	Algebra.	Book-keeping, Commercial Law and Correspondence and Civil Government.	Natural Philosophy.
2d Term.	Algebra.		Natural Philosophy.
3d Term.	Algebra.		Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Rhetoric.	General History.
2d Term.	Geometry.	Rhetoric.	Political Economy.
3d Term.	Geometry.	Rhetoric.	Political Economy.
4TH YEAR.			
1st Term.	Geometry.	English Literature.	Chemistry.
2d Term.	Trigonometry.	English Literature.	Chemistry.
3d Term.	Review.	English Literature.	Geology.

Language Lessons, Drawing, Composition and Declamation through the course.

DISTRIBUTION OF WORK.

PRIMARY DEPARTMENT.

ARITHMETIC.

FOURTH GRADE.

First Term.—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1^{s} equal 2, 5 *plus* 1 *equals* 6, three 2^{s} *equal* 6, two 3^{s} *equal* 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2^{s} in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

Second Term.—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

Third Term.—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and the signs, +, −, ×, ÷,) (, =. Give many simple questions, as: John has four apples and William has 5; how many have both? What will four lemons cost at 4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

THIRD GRADE.

First Term.—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has three apples; how many have both? What costs 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 *minus—equals* 5, three 2^s *equal*—? Drill the class in rapid slate work, as: 3 *plus* 7, or 4 *plus* 6, or two 5^s or 4 *plus* 3 *plus* 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc., of a number. No careless work should be allowed. Objects may be used for illustration.

Second Term.—Advance to 30. Review. Complete equations as indicated in the work of first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$. As $\frac{1}{6}$ of 12 *equals* 2. No careless work should be allowed. Objects may be used for illustrations.

Third Term.—Advance to 40. Review previous work.

Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division.

Continue practical examples; also original examples. Continue the use of fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. As: $\frac{1}{10}$ of 20=2. Continue the use of objects for illustrations.

Fish's Arithmetic, No. 1.

SECOND GRADE.

First Term.—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

Second Term.—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost; 3 gills; 4 gills; 1 pint, etc.? Teach these tables objectively.

Third Term.—Review previous work and advance to 100. Combine and separate numbers, and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denominations of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

FIRST GRADE.

First Term.—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond with the written work.

Second Term.—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel costs $2.36, what will 2 bushels cost; 2 pecks, etc.? If 5 gallons cost $23.40, what will 1 gallon cost? Exercise the pupils in combining and separating fractions of the same name. Ex.: $\frac{3}{4}$ *plus* $\frac{1}{4}$ *equals* how many fourths; $\frac{7}{8}$ *minus* $\frac{1}{8}$ *equals* how many eighths? Give mental arithmetic examples involving the principles taught in the slate work.

Third Term.—Review fundamental rules. Continue practical examples, as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour, how much will he earn in 3 hours; in $5\frac{1}{2}$ hours; in $\frac{1}{2}$ hour? Give mental arithmetic examples involving the principles taught in the slate work.

LANGUAGE.

Elementary Lessons in English.

FOURTH GRADE.

Talking or Conversation Lessons.—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture; also to tell little stories the pupil has heard read or told.

Written Work.—Teach the pupil to write his name, the name of the street he lives in, the name of the city; also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

THIRD GRADE.

Conversation Lessons.—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation, habits of remembering the thoughts they read and the cultivation of the power of attention.

Means.—Reproducing the reading lesson; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

Written Work.—Reproduction and stories as above. All the items of the letter address. How to write names of

persons and places. Use of the period, comma and interrogation as may be needed. Continue writing the stories and descriptions the children can tell well.

SECOND GRADE.

First Term.—Take chapters 1 and 2 to page 47.

Second Term.—Take chapters 3 and 4 to page 70. Instead of review lesson, page 67, substitute lessons from your reading book. Exercise the pupils in writing brief stories, paragraphs and letters.

Third Term.—Take chapters 5 and 6 to page 84 and review. Continue writing stories, paragraphs and letters.

Conversation Lessons.—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell what they saw on the way to or from school. Be careful to secure complete and well-formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

Written Work.—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used.

FIRST GRADE.

First Term.—Take chapters 7 and 8 to page 111.

Second Term.—Take chapters 9 and 10 to page 142.

Third Term.—Take chapter 11 to page 148, and review. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

Conversation Lessons.—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

Written Work.—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences. In the parts of speech follow the order of Mrs. Knox's book; also in punctuation. Use a series. Teach comparison of adjectives and the use of pronouns, as they may be used.

The chapters noted in the Elementary English are designed for the teachers, and will serve as a guide and for suggestion. The conversation lessons and written work in all their variety and applications will constitute the pupils' work.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

GEOGRAPHY.

THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys, etc.

SECOND GRADE.

First Term.—School Room, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business, buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

Second Term.—Essex County. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

Third Term.—State of New Jersey. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that continents and oceans form the surface of the earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course.

FIRST GRADE.

First Term.--Review previous work by reading and conversational lessons on the first fifteen pages of the Introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

Second Term.—Review Middle Atlantic States, pages 40 to 45, and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

Third Term.—Review. Take the Southern States, Eastern division, pages 45 to 47, inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

READING.

FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the word and phonic methods, use objects, pictures and sketches upon the board. Lead the children to talk freely about the lesson.

THIRD GRADE.

Finish Primer and First Reader; spell all the words. Phonic exercises and Spelling. Classify words according to similar sounds: cat, rat, hat, man, pan, ran, run, sum, etc.

SECOND GRADE.

Second Reader; spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind.

FIRST GRADE.

Second and Third Readers. Phonic spelling; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms, great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give especial care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

WRITING.

FOURTH GRADE.

Printing or writing simple copies from the blackboard on the slate.

THIRD GRADE.

Writing on the slate or exercise paper; writing the name of the pupil, etc.

SECOND GRADE.

Graphic System, shorter course, No. 1.
Two books during the year, with use of practice paper.

FIRST GRADE.

Graphic System, No. 2, S. C., first half year.
Graphic System, No. 3, S. C., second half year.
Two books during the year.

☞The pencils, pen and ink should always be kept in a proper condition for use. All the written work, as well as the regular writing lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

DRAWING.

FOURTH GRADE.

Cards, First Series with Manual.

THIRD GRADE.

Cards, Second Series with Manual.

SECOND GRADE.

Drawing Books, Nos. 1 and 2.

FIRST GRADE.

Drawing Books, Nos. 3 and 4.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

The teacher will call the attention of the children to their bodies as a whole ; what they can do with them ; as : walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

Breathing.—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides, fills the room and is found everywhere, and that it is called the air or atmosphere.

Drinking.—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

Eating.—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

Cleanliness.—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils, in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology, is the body.

SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, hands, legs, feet, etc. Call attention to their obvious uses and common abuses.

FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

Bones and Muscles.—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

MUSIC.

Jepson's Music Reader. Book First.

FOURTH GRADE.

First Term.—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter I, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

Second Term.—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

Third Term.—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122 and 124.

THIRD GRADE.

First Term.—Beginning at chapter XVI, page 31, take to chapter XXVII, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

Second Term.—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

Third Term.—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

SECOND GRADE.

First Term.—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.

Second Term.—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

Third Term.—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274.

FIRST GRADE.

First Term.—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

Second Term.—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120 Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

Third Term.—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

ORAL LESSONS.

FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen?
What cannot be seen?

Animals, domestic; days of the week, months of the year, time on the face of the clock; parts of the human body.

THIRD GRADE.

Objects at home and at school; parts of the human body, with their uses; distance, direction, time continued; form, size, color, illustrated by objects.

SECOND GRADE.

Trees, plants and flowers; qualities; form, size and color; human body with its parts; senses, and the laws of health; tables of weights and measures; articles we buy at the grocers'.

FIRST GRADE.

Occupation of men, women and children; manufactured articles; conveyance on land and water; human body, with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for objective conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

GRAMMAR DEPARTMENT.

ARITHMETIC.

Fish's No. 2.

FOURTH GRADE.

First Term.—Exercises in notation and numeration, three periods; in decimals, tenths, hundredths, thousandths. Practical examples applying the fundamental rules, using whole numbers, decimals, in addition and subtraction, and United States money, pages 7 to 70. Take fractional parts of numbers. Mental Arithmetic, lessons 17 to 22 inclusive.

Second Term.—Review previous work. Continue decimals and United States money, pages 114 to 123. Write, compute and receipt bills of goods. Examples: pages 45, 46, 134, 135. Factoring and cancellation, pages 63 to 73, inclusive. Teach liquid and dry measures, with simple, practical examples, as: the cost of one gill may be given to find the cost of 1 pint, 1 quart, 1 gallon. Mental Arithmetic, lessons 23 to 25 inclusive.

Third Term.—Review. Exercise the class in simple examples in addition and subtraction of fractions. Keep up constant review of the fundamental rules, pages 123 to 131. Mental Arithmetic lessons, review, and take lesson 26.

THIRD GRADE.

First Term.—Review fourth grade work. In decimals, teach millionths. Continue practical examples, using whole numbers, decimals and United States money. Take fractions, from pages 70 to 99. Mental Arithmetic, lessons, 25 to 28, inclusive, and linear, surface and cubic measures.

Second Term.—Review. Complete addition, subtraction, multiplication and division of decimal and common fractions, from page 99 to 126. Continue exercises in the fundamental rules of addition, subtraction, and multiplication, using whole numbers, decimals and United States money. Mental Arithmetic, lessons 29 to 31, inclusive, and the tables of dry and liquid measures.

Third Term.—Review. Take pages 127 to 136. Continue exercises in writing, computing and receipting bills of goods. Mental Arithmetic, lessons 32 to 33, inclusive.

SECOND GRADE.

First Term.—Review third grade work. Continue practical examples, using whole numbers, decimals and United States money. Give practical examples involving addition, subtraction, multiplication and division of fractions. Compound numbers, from page 137 to 158; omit surveyors' measure. Mental Arithmetic, lessons 33 to 34 inclusive, and all the tables.

Second Term.—Review. Complete compound numbers from page 158 to 173. Give exercises in bills, as in fourth grade. Mental Arithmetic, lessons 35 to 37, inclusive, and all the tables.

NOTE.—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc., etc.

Third Term.—Review all previous work, especially fractions, common and decimal, and compound numbers. Mental Arithmetic, review work of first and second terms, and take lessons 38 and 39.

Fish's Arithmetic, No. 2.

FIRST GRADE.

First Term.—Review the work done in the preceding grades, and complete percentage to interest, page 198. Mental Arithmetic, lessons 40 to 43, inclusive, and all the tables.

Second Term.—Review. Complete interest to stocks and investments, page 221. Mental Arithmetic, lessons 44 to 47, inclusive, and all the tables as found in Fish's Arithmetic.

Third Term.—Take from page 221 to page 245, with thorough review. Prove all work. Mental Arithmetic, lessons 48 to 51, inclusive.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

LANGUAGE.

Elementary Lessons in English.

FOURTH GRADE.

First Term.—Chapters, 11 and 12, to page 163, and review.

Second Term.—Chapters 13 and 14, to page 176, and review.

Third Term.—Chapter 15, to page 201, and review.

Use the usual grammatical terms as they occur.

Oral Work.—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

Written Work.—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms. Follow Mrs. Knox's book in the order of teaching. Teach verbal nouns and predicate verbs, omitting the other treatment of the verb.

NOTE.—The chapter on letter writing to be used through all the terms and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises.

Reed and Kellogg's Graded Lessons.

THIRD GRADE.

First Term.—Take the first 30 lessons, page 42.

Second Term.—Take from lesson 30 to lesson 48, page 63, with review.

Third Term.—Take from lesson 47 to lesson 57, with review.

SECOND GRADE.

First Term.—Review. Take lessons 57 to 70, inclusive. Complex and compound sentences.

Second Term.—Take from lesson 71 to 85, inclusive, with review, page 116. Nouns and pronouns. Apply rules in parsing.

Third Term—Take lessons 87 to 91, inclusive. Adjectives and adverbs. Review.

FIRST GRADE.

First Term.—Take lessons 89 to 100, inclusive. Treatment of the verb. Review.

Second Term.—Review from lesson 1 to lesson 71, page 90, with reference to the analysis and construction of sentences and composition. Apply principles in all written work.

Third Term.—Review lessons 71 to 100, inclusive, with special reference to etymology, criticism and composition, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Language work and composition will accompany all the subjects taught in the course. The chapter on letter writing will be used through all the grades and terms.

GEOGRAPHY.

Swinton's Introductory.

FOURTH GRADE.

First Term.—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

Second Term.—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

Third Term.—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

THIRD GRADE.

First Term.—Continent of North America. Position, extent, general shape ; draw the map, page 18 ; teach details of outline and surroundings ; map questions, page 19 ; surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, productions, natural advagtages for branches of industry ; climate, people, political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66 ; questions, page 67 ; description, pages 62 to 66. Use commercial map of the United States for reference ; also table on page 68. Compare the two continents.

Second Term.—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75 ; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

Third Term.—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas, and the important gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

SECOND GRADE.

First Term.—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions

between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

Second Term.—Review the political divisions and the commercial geography of the other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

Third Term.—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

FIRST GRADE.

First Term.—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description, pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

Second Term.—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

Third Term.—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

HISTORY.

Eggleston's U. S.

SECOND GRADE.

First Term.—Discoveries, Explorations, Colonial History, to the Spanish in Florida and the French in Canada, page 116.

Second Term.—From page 116 to the capture of Burgoyne's army, page 175.

Third Term.—Complete to page 213, and review.

FIRST GRADE.

First Term.—From page 213 to approach of Civil War, page 298.

Second Term.—From page 298 to Political Events, page 359.

Third Term.—Finish book, and review

NOTE.—Only the most important dates and events should be memorized.

READING.

FOURTH GRADE.

Third Reader; spelling. Read United States History alternately with Reader.

THIRD GRADE.

Complete Third or Fourth Reader; spelling. Read United States History alternately with Reader.

SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects.

SPELLING.

Swinton's Word Book.

FOURTH GRADE.

First Term.—From beginning through lesson 28, page 8.

Second Term.—From lesson 29, page 8, to lesson 49, page 13.

Third Term.—From lesson 49, page 13, to lesson 64, page 18.

THIRD GRADE.

First Term—From lesson 64, page 18, to lesson 85, page 25.

Second Term.—From lesson 85, page 25, to lesson 101, page 30.

Third Term.—From lesson 101, page 30, to lesson 115, page 34.

SECOND GRADE.

First Term.—From lesson 115, page 34, to lesson 145 page 43.

Second Term.—From lesson 145, page 43, to lesson 162, page 50.

Third Term.—From lesson 162, page 50, to lesson 186, page 57. Omit lesson 175.

FIRST GRADE.

First Term.—From lesson 186, page 57, to lesson 8, page 68.

Second Term.—From lesson 8, page 69, to lesson 30, page 77. Omit lesson 14.

Third Term.—Take the Monthly, Quarterly and Annual Reviews.

WRITING.

FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.
Graphic System, No. 4, L. C., second half year.
Two books during the year.

THIRD GRADE.

Graphic System, No. 4, L. C., first half year.
Graphic System, No. 5, S. C., second half year.
Two books during the year.

SECOND GRADE.

Graphic System, No. 5, L. C., first half year.
Graphic System, No. 6, L. C., second half year.
Two books during the year.

FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the year.

DRAWING.

FOURTH GRADE.

No. 5, from September to February; No. 6, from February to July.

THIRD GRADE.

No. 7, throughout the year.

SECOND GRADE.

No. 8, throughout the year.

FIRST GRADE.

No. 9, throughout the year.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

The Teeth.—Their number, location, structure, use, abuse and care.

The Digestive Process.—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupils and themselves of personal observation of the parts, organs and the various processes under consideration, going on in their bodies; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

Hygiene.—The common or obvious laws of health.

THIRD GRADE.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting the instruction and the illustrations to the progress and advancing age of the pupils.

Blood.—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking, with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins, as the channels through which the blood passes to all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

Hygiene.—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

Respiration.—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it; also upon the evils of cramped or improper positions of the body affecting these organs.

FIRST GRADE.

Continue the line of work for the preceding grammar grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

The Nervous System.—Lead the pupils to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to the mind ; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades, use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

MUSIC.

Song Garden, No. 2.

A Manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs) :

FOURTH GRADE.

First Term.—Paragraphs 1 to 76, inclusive.
Second Term.—Paragraphs 77 to 111, inclusive.
Third Term.—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

First Term.—Paragraphs 139 to 180, inclusive.
Second Term.—Paragraphs 181 to 207, inclusive.
Third Term.—Paragraphs 208 to 227, inclusive.

SECOND GRADE.

First Term.—Paragraphs 228 to 255, inclusive.
Second Term.—Paragraphs 256 to 285, inclusive.
Third Term.—Paragraphs 286 to 306, inclusive.

FIRST GRADE.

First Term.—Paragraphs 307 to 331, inclusive.
Second Term.—Paragraphs 332 to 360, inclusive.
Third Term.—Paragraphs 361 to 384, inclusive.

COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each.

DEPARTMENT OF MECHANICAL DRAWING.

FIRST YEAR.

(*a*) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(*b*) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

SECOND YEAR.

(*a*) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(*b*) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by

plane surfaces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

THIRD YEAR.

(*a*) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draft of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(*b*) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

DEPARTMENT OF ARCHITECTURAL DRAWING.

FIRST YEAR.

(*a*) Geometrical forms.
(*b*) Lines.
(*c*) Plane figures.
(*d*) Objects.
(*e*) Projection.

SECOND YEAR.

(*a*) Continue projection.
(*b*) Introduce light and shade.
(*c*) Details and interior finish.
(*d*) Simple plans.
(*e*) Elements of perspective.

THIRD YEAR.

(*a*) Plans continued.
(*b*) Elevations.
(*c*) Sections.
(*d*) Perspective continued.

DEPARTMENT OF FREE-HAND DRAWING AND ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects :

(*a*) Geometrical forms.
(*b*) Lines.
(*c*) Angles.
(*d*) Plane figures.
(*e*) Circles.
(*f*) Objects.

SECOND YEAR.

(*a*) Drawing from copy.
(*b*) Decorative designing.
(*c*) Drawing from cast.
(*d*) Drawing from forms.

THIRD YEAR.

(*a*) Continue drawing from copies and models.
(*b*) Decorative designing.
(*c*) Cast drawing.
(*d*) Shading.

COURSE OF STUDY FOR EVENING SCHOOLS.

FIRST GRADE.

READING.

Fourth Reader; History—Higginson's U. S.; Miscellaneous; Language exercises. In alternation.

WRITING.

Book-keeping; Business Forms; Correspondence, etc. In alternation.

ARITHMETIC.

Mental Exercises; Written Exercises; Business Exercises; Original Exercises. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate; length, 15 to 20 minutes each evening.

FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

SECOND GRADE.

READING.

Third or Fourth Reader; History--Quackenbos' Elementary United States; Language Exercises. In alternation.

WRITING.

Copy Book; Business Forms; Correspondence. In alternation.

ARITHMETIC.

Mental Examples; Written Examples; Business Examples; Original Examples. In Alternation.

ORAL LESSONS.

Government--Municipal, State, National.
Physiology--Structure, Function, Hygiene.
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.
Second Hour.—Miscellaneous Reading and Discussion.

THIRD GRADE.

READING.

Second or Third Reader; Exercises in Spelling; Language Exercises. In alternation.

WRITING.

Copy Book; Letter Writing. In alternation.

ARITHMETIC.

Mental Examples; Written Examples; Business Examples; Original Examples. In alternation.

ORAL LESSONS.

Government—City, State.
Physiology—Structure, Function, Hygiene.
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.
Second Hour.—Miscellaneous Reading and Discussion.

UNGRADED CLASS.

This class will receive instruction in Reading, Writing, Arithmetic, Spelling, Oral Lessons.

SCHOOL BOOKS AND STATIONERY.

SCHOOL BOOKS AND STATIONERY.

PRIMARY SCHOOLS.

Reading.—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers ; Monroe's Chart Primer and New Primer ; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers ; Monroe's School Chart ; Appleton's First, Second and Third Readers ; Appleton's Reading Chart ; Swinton's First, First Advanced, Second, Second Advanced and Third Readers ; Collard's Beginners' Reader, Part I ; Unique Reading Chart, Parts I and II ; Goodrich's Child's History of the United States.

Language.—Whitney's Elementary English (Knox).

Spelling.—Beecher's Primary Normal Speller ; Meleney & Giffin's Selected Words.

Geography.—Swinton's Introductory Geography ; Cornell's Outline Maps.

Arithmetic.—Fish's Arithmetic, No. 1 ; Giffin's Number Chart ; Gleason's Arithmetical Cards.

Drawing.—Walter Smith's Manual of Drawing, Parts I and II, and New Primary ; Smith's Primary Drawing Cards, First and Second Series ; Smith's Drawing Books, Nos. 1, 2, 3 and 4.

Oral Lessons.—Calkin's Primary Object Lessons ; Hooker's Child's Book of Nature, Parts I, II and III ; Brown's Manual of Commerce ; Sheldon's Object Lessons.

Music.—Jepson's First Music Book.

Writing.—Graphic System of Writing.

Stationery.—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen-holders; Ink-wells; Ink-well Covers; Teachers' Ink-stands; Blotters; Practice Paper for drawing and writing; Slate Pencils; Pencil-holders; Crayons; Slates, 5x7, 6x9, 6½x10; Numeral Frames; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; Lead Pencils; Diamond and Felt Rubber Erasers; Graphic Scrap Books; Rubber Hand Stamps.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Joslyn's Globes; Hooker's First Book in Physiology; Song Garden, No. 2.

GRAMMAR SCHOOLS.

Reading.—Franklin Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers; Monroe's Third, Third Advanced and Fourth Readers; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers; Swinton's Third, Fourth and Fifth Readers; Higginson's Young Folks' History of the United States; Quackenbos' Elementary History of the United States.

Language.—Whitney's Elementary English (Knox); Reed and Kellog's Graded Lessons.

Spelling.—Swinton's Word Book.

Geography.—Swinton's Introductory and Grammar School Geographies; Cornell's Outline Maps.

Arithmetic.—Fish's Arithmetic, No. 2 ; Greenleaf's Intellectual Arithmetic ; Gleason's Arithmetical Cards.

History.—Eggleston's United States History.

Drawing.—Walter Smith's Manual of Drawing, Parts II and III ; Smith's Drawing Books, Nos. 4, 5, 6, 7, 8 and 9.

Music.—Song Garden, No. 2 ; Musical Manual for Grammar Schools.

Writing.—Graphic System of Writing ; Meservey's Single-entry Book-keeping.

Stationery.—David's, Stafford's Universal and Pomeroy's Inks ; Spencerian Pens, Nos 1, 5 and 9 ; Gillott's Pens, Nos. 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Covers ; Teachers' Ink-stands ; Blotters ; Slate Pencils ; Lead Pencils ; Spelling Slates ; Slates, 6x9 and 6½x10 ; Crayons, viz.: Waltham, New York Company's, New York Company's Enameled ; Practice Paper for Writing and Drawing ; Foolscap and Examination Paper ; Mucilage ; Perfumed Paste ; Thermometers ; 12-inch Rulers ; Graphic Scrap Books ; Rubber Hand Stamps.

Miscellaneous.—Webster's Unabridged and National Dictionaries ; Fitz's Globes ; Joslyn's Globes ; Hooker's First Book in Physiology.

HIGH SCHOOL.

Mathematics.—Franklin Written Arithmetic ; Greenleaf's Intellectual Arithmetic ; Thomson's Commercial Arithmetic ; Davies' University Algebra ; Brooks' Elementary Geometry ; Davies' Legendre.

Latin.—Allen and Greenough's Grammar ; Leighton's Lessons ; Arnold's Prose Composition ; Jones' Prose Composition ; Chase and Stuart's Cæsar ; Chase and Stuart's Cicero ; Chase and Stuart's Virgil's Æneid ; Chase and Stuart's Virgil's Eclogues ; Pennell's Ancient Rome ; Easy Latin Stories ; Latin for Sight Reading ; Tetlow's Lessons ; Harkness' First Year in Latin ; Harkness' Grammar.

Greek.—Harkness' First Book ; Leighton's Lessons ; Goodwin's Grammar ; Jones' Prose Composition ; Boise's Xenophon's Anabasis ; Goodwin's Xenophon's Anabasis ; Owen's Homer's Iliad ; Boise's Homer's Iliad ; Pennell's Ancient Greece ; Moss's First Reader.

German.—Stern's Studien und Plaudereien, Parts I and II ; Worman's First Book ; Worman's Second Book.

Natural Science.—Hooker's Natural History ; Dana's Geological Story ; Lockyer's Astronomy ; Rolfe and Gillett's Hand-book of Natural Philosophy ; Gage's Physics ; Steele's Physics ; Eliot and Storer's Elementary Chemistry ; Walker's Physiology and Hygiene ; Tracey's Physiology ; Gray's How Plants Grow ; Houston's Physical Geography.

Language and Literature.—Quackenbos' Rhetoric ; Quackenbos' First Lessons in Composition ; Gilmore's Art of Expression ; Backus' Shaw's English Literature ; Hill's Elements of Rhetoric and Composition.

Miscellaneous.—Townsend's Civil Government ; Wayland's Political Economy, abridged ; Webster's Unabridged and National Dictionaries ; Bryant and Stratton's Common School Book-keeping ; The Triumph ; Anderson's General History ; Carhart's Commercial Law.

Stationery.—Same as for grammar schools, and in addition blank books for commercial department.

NORMAL SCHOOL.

Science.—Porter's Elements of Intellectual Science; Wayland's Moral Science.

Reading.—Cathcart's Literary Reader.

Music.—The Triumph; Jepson's First Music Book.

Stationery.—Same as for Grammar Schools.

INSTRUCTIONS FOR PREPARING CARDS, REPORTS, ETC.

INSTRUCTIONS

FOR PREPARING CARDS, REPORTS, ETC.

Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

RULES FOR KEEPING RECORDS.

First.—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school ; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

Second.—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

Third.—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

Fourth.—When a pupil has been absent from school more

than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days; the absence, however, shall be recorded while the name remains on the roll.

Fifth.—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

Sixth.—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

Seventh.—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

Eighth.—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

Ninth.—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the grammar and primary schools on the following basis :

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only*.

Attendance.—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, 97½ per cent. Such absence does not affect his percentage for scholarship or deportment ; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness* —and no tardiness will be excused.

HONORARY PROMOTION AND GRADUATION.

"Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged 'Good.' shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certificate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

"Provided that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than 'Fair,' and—

"Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

"And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as 'Honorary.'

"No scholar shall be eligible to 'honorary graduation' whose 'deportment,' separately averaged, does not average 'good.'"

"All promotions shall be conditioned as follows:

"Any pupil who shall fail to sustain 'Fair' standing in the grade, upon the report of the class teacher to the school Principal, and upon the 'advice' of such Principal, after personal examination of the case, may, with the 'approval' of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs."

STATISTICS.

CENSUS, 1888.

SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

Ward.	Enumerator.	No. Children.
First	Roswell Davis	2,334
Second	Michael Cleary	2,151
Third	E. J. Merrell	1,641
Fourth	Peter Bey	2,013
Fifth	James Gilsenan	1,662
Sixth	Andrew Bratsch	7,843
Seventh	Bernard Breen	2,486
Eighth	John V. Case	5,097
Ninth	Joseph L. Miller	1,520
Tenth	Wm. J. Robinson	3,851
Eleventh	A. Monroe Porter	2,665
Twelfth	Timothy Faughnan	6,050
Thirteenth	Fred. Benkert	8,105
Fourteenth	William C. King	1,106
Fifteenth	Joseph Ettenberger	2,323
Total		50,847
Enumeration, 1887		47,098
Increase		3,749

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

NAMES OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
High	$25,000	$48,000	$73,000
Burnet Street	25,000	50,000	75,000
State Street	10,000	19,000	29,000
Market Street	15,000	18,000	33,000
Washington Street	15,000	40,000	55,000
Marshall Street	10,000	5,375	15,375
Lawrence Street	25,000	40,000	65,000
Commerce Street and Colored	10,000	14,500	24,500
Lafayette Street	15,000	35,000	50,000
Newton Street	10,000	40,000	50,000
Camden Street	4,200	32,000	36,200
Thirteenth Avenue	8,500	31,000	39,500
South Tenth Street	6,000	21,100	27,100
Wickliffe Street	6,000	10,000	16,000
Summer Avenue	10,000	48,000	58,000
Webster Street	10,000	25,000	35,000
"Franklin" School	15,000	27,000	42,000
Elliot Street	5,000	10,000	15,000
Chestnut Street	10,000	40,000	50,000
Oliver Street	10,000	40,000	50,000
South Street	5,000	28,000	33,000
Walnut Street	8,000	7,000	15,000
Houston Street		2,000	2,000
South Eighth Street	7,000	40,000	47,000
Roseville Avenue	4,800	18,000	22,800
North Seventh Street	3,000	3,000	6,000
South Market Street	8,000	30,000	38,000
Hamburg Place	4,000	35,000	39,000
Hawkins Street	5,000	31,000	36,000
Morton Street	7,000	45,000	52,000
Eighteenth Avenue	7,000	40,000	47,000
Monmouth Street	6,000	45,000	51,000
Miller Street	7,000	20,000	27,000
Elizabeth Avenue	2,500	2,000	4,500
Central Avenue	10,000	40,000	50,000
Lock Street	5,000	6,000	11,000
	$334,000	$985,975	$1,319,975

TABLE B.

SEATING CAPACITY.

SCHOOL.	Grammar Department.	Primary Department.	Total.
Normal	...	*45	45
High	†374	†472	846
High Annex		†80	80
Burnet Street	436	352	788
Eagles Street		56	56
State Street		572	572
James Street		164	164
Market Street		416	416
Washington Street	415	336	751
Marshall Street		190	190
Lawrence Street	310	258	568
Commerce Street		282	282
Colored		210	210
Lafayette Street	300	512	812
Newton Street	448	474	922
Camden Street		688	688
South Tenth Street		506	506
Holland Street		94	94
Thirteenth Avenue		480	480
Wickliffe Street		354	354
Summer Avenue	454	294	748
Summer Avenue Annex	...	112	112
Webster Street	‡196	424	620
Bloomfield Avenue		108	108
Elliot Street		324	324
Chestnut Street	504	352	856
Oliver Street	488	400	888
South Street		516	516
Walnut Street		388	388
Houston Street		120	120
South Eighth Street	372	360	732
Roseville Avenue		360	360
North Seventh Street		234	234
South Market Street	284	338	622
Hamburg Place	‡120	720	840
Hawkins Street		480	480
Clover Street		84	84
Morton Street	410	626	1,036

TABLE B—Continued.

SCHOOL.	Grammar Department.	Primary Department.	Total.
Eighteenth Avenue	‡154	820	974
Monmouth Street		960	960
Miller Street	‡270	516	786
Elizabeth Avenue		120	120
Central Avenue	384	404	788
Lock Street		236	236
	5,545	15,240	20,785

* Females, no Males. Not included in grand totals.

† 374 in Male department, 552 in Female; total, 926. Not included in grand totals.

‡ Intermediate department.

TABLE C.

REPAIRS.

School Building.	Ordinary Repairs.	Extraordinary Repairs.	Whole Amount Expended.
High	$185 38		$877 43
Court floor and water closets		$366 00	
Flagging		304 31	
Painting water closets and book-case		21 74	
High Annex	38 01		38 01
Burnet Street	409 13		649 13
Painting		240 00	
Eagles Street	3 32		3 32
State Street	34 44		63 20
Painting roof		28 76	
Market Street	144 84		307 52
Painting		35 00	
Ventilators		93 34	
Changing partitions		34 34	
Washington Street	292 78		412 78
New floor in class-room		50 00	
Painting		70 00	
Marshall Street	31 78		31 78
Lawrence Street	140 49		250 49
Painting		110 00	
Commerce Street	49 55		336 76
Flagging		232 31	
Mason work		54 90	
Colored	27 16		116 82
Flagging		38 16	
Board ceilings		51 50	
Lafayette Street	178 92		459 95
Painting		44 50	
Nutman block pavement		203 58	
Painting roof		32 95	
Newton Street	340 30		586 30
Painting		135 00	
New floor and storm shed		111 00	
Camden Street	112 21		865 72
Painting contracts		718 00	
Book-case		35 51	
South Tenth Street	247 08		752 56
Painting contract		215 50	
Flagging		113 12	
Iron fence		137 00	
Partition in court		39 86	
Holland Street	89		89

TABLE C—Continued.

School Building.	Ordinary Repairs.	Extraordinary Repairs.	Whole Amount Expended.
Thirteenth Avenue	$8 70		$8 70
Wickliffe Street	125 03		125 03
Summer Avenue	122 55		122 55
Summer Avenue Annex	42 92		42 92
Webster Street	104 74		219 21
Mason work, pointing up walls		$97 56	
Wash bowl		16 91	
Bloomfield Avenue	1 79		1 79
Elliot Street	63 76		232 27
Painting		51 53	
Partitions and storm sheds		116 98	
Chestnut Street	141 45		696 47
Mason work, pointing up walls, &c		135 16	
Repairing roof and leaders		135 67	
Enlarging office		196 96	
Painting		35 00	
Wash bowl and plumbing		52 23	
Oliver Street	279 57		1,179 82
Rear fence		94 68	
Painting		29 00	
Asphalt floor in courts		650 00	
Pointing up walls		60 46	
Painting roof, &c		66 11	
South Street	128 96		723 40
Painting rear walls		30 00	
Painting and graining		350 00	
Grading yard		36 12	
Flagging		178 32	
Walnut Street	51 35		90 21
Book-case		38 86	
Houston Street	34 77		34 77
South Eighth Street	171 90		854 23
Nutman block pavement		443 03	
Painting		57 32	
Altering front doors, book-case, &c		57 14	
Flagging		124 84	
Roseville Avenue	104 22		447 29
Painting		100 00	
Nutman block pavement		128 67	
Wainscoting office, &c		55 12	
Flagging		59 28	
North Seventh Street	39 10		766 57
Flagging		215 52	

TABLE C—Continued.

School Building.	Ordinary Repairs.	Extraordinary Repairs.	Whole Amount Expended.
Inside blinds		$50 00	
Painting		60 00	
New floors, ceiling, black-board, partitions, &c		401 95	
South Market Street	$80 32		$698 23
Painting		34 00	
Storm shed, &c		55 00	
Book-case		45 00	
Nutman block pavement		299 06	
Painting book-case		16 08	
Three wash-bowls		27 00	
Plumbing		104 16	
Flagging		37 61	
South Market Street Annex	15 64		15 64
Bowery Street	9		9
Hamburg Place	122 22		297 27
Painting		69 00	
Repairing roof		63 30	
Painting roof		42 75	
Hawkins street	9 43		9 43
Morton Street	149 99		663 58
Painting		42 00	
Flagging		319 59	
Board ceiling and painting		117 00	
Removing trees		35 00	
Eighteenth Avenue	139 35		430 86
Flagging		291 51	
Monmouth Street	216 11		242 18
Pipe hand-rails		26 07	
Miller Street	171 06		610 18
Painting		276 00	
Registers		21 60	
Wash-bowl		23 67	
Flagging		85 95	
Fencing and partitions		31 90	
Central Avenue	369 83		632 17
Painting		25 30	
Painting roof		41 08	
Mason work		195 96	
Lock Street	64 38		182 47
Flagging		118 09	
Evening Drawing	10 91		177 95
Fitting up new room		167 04	

TABLE D.

FURNITURE AND SUPPLIES.

School Building.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Normal	$10 66		$10 66
High	101 17		101 17
High Annex	73 68		73 68
Burnet Street	78 48		78 48
Eagles Street	4 75		4 75
State Street	51 01		51 01
James Street	13 90		13 90
Market Street	35 52		35 52
Washington Street	148 29		260 29
New furniture		$112 00	
Marshall Street	14 57		14 57
Lawrence Street	64 17		64 17
Commerce Street	59 79		167 79
New furniture		108 00	
Colored	23 26		23 26
Lafayette Street	131 20		145 15
Wall slates		13 95	
Newton Street	62 04		62 04
Camden Street	13 85		13 85
South Tenth Street	75 16		75 16
Holland Street	5 78		5 78
Thirteenth Avenue	525 13		525 13
Wickliffe Street	20 73		20 73
Summer Avenue	87 79		87 79
Webster Street	124 03		124 03
Bloomfield Avenue	1 44		1 44
Elliot Street	70 13		70 13
Chestnut Street	59 23		59 23
Oliver Street	68 35		107 14
Wall slates		38 79	
South Street	54 49		54 49
Walnut Street	86 68		86 68
Houston Street	12 21		12 21
South Eighth Street	18 75		18 75
Roseville Avenue	23 81		23 81
North Seventh Street	62 60		258 37
Wall slates		64 77	
New furniture		131 00	
South Market Street	32 32		32 32
South Market Street Annex	3 37		3 37
Bowery Street	5 89		5 89

TABLE D—Continued.

School Building.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Hamburg Place	$100 67		$100 67
Hawkins Street	215 22		215 22
Clover Street	9 81		9 81
Morton Street	118 41		118 41
Eighteenth Avenue	78 66		78 66
Monmouth Street	198 91		1,113 91
New furniture		$915 00	
Miller Street	225 89		304 59
Wall slates		2 70	
New furniture		76 00	
Central Avenue	104 21		418 24
Wall slates		48 03	
New furniture		266 00	
Lock Street	18 09		18 09
Newton Street Evening	8 79		8 79
Webster Street Evening	25		25
South Market Street Evening	25		25
Morton Street Evening	25		25
Central Avenue Evening	2 77		2 77
Evening Drawing	4 30		4 30

TABLE E.

HEATING APPARATUS AND FUEL.

School Building.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
High	$121 21	$152 28	$273 49	58	$270 60	$4 00	$274 60
High Annex	69 40		69 40	4	19 80	2 00	21 80
Burnet Street	356 68		356 68	51½	238 90	4 00	242 90
Eagles Street	3 01		3 01	4	19 50	2 00	21 50
State Street	35 21		35 21	41	190 50	4 00	194 50
James Street				31¾	147 08	8 00	155 08
Market Street	47 89		47 89	64	297 40	9 25	306 65
Washington Street	32 07		32 07	43	199 40	4 00	203 40
Marshall Street	39 86		39 86	19	93 05	2 00	95 05
Lawrence Street	378 38		378 38	48	222 00		222 00
Commerce Street	14 75		14 75	48¾	223 08	2 00	225 28
Colored	24 65		24 65	18	89 10		89 10
Lafayette Street	257 90		257 90	57½	267 78		267 78
Newton Street	30 96		30 96	86½	399 31	4 00	403 31
Camden Street	15 66		15 66	59¾	276 88	4 00	280 88
South Tenth Street	87 64		87 64	47	231 26	4 00	235 26
Holland Street	8 45		8 45	3⅕	17 82	2 00	19 82

Thirteenth Avenue	2 00		2 00	55¼	259 69	4 00	263 69
Wickliffe Street	35 57		35 57	20	98 20	6 00	104 20
Summer Avenue	31 00	63 04	94 04	88	405 56	4 00	409 56
Summer Avenue Annex	17 75		17 75	23¼	109 28	2 00	111 28
Webster Street	127 72		127 72	56¼	261 18	8 00	269 18
Bloomfield Avenue	5 10		5 10	14¾	71 89	2 00	73 89
Elliot Street	74 86		74 86	40⅓	190 36	8 00	198 36
Chestnut Street	76 74		76 74	68	315 60		315 60
Oliver Street	9 55	568 00	577 55	86¾	403 49		403 49
South Street	13 15		13 15	52	244 40		244 40
Walnut Street	27 39		27 39	29¾	139 82	4 00	143 82
Houston Street	11 45		11 45	15	73 70	2 00	75 70
South Eighth Street	51 03		51 03	82⅓	384 76	8 00	392 76
Roseville Avenue	35 00		35 00	46⅓	216 45	8 00	224 45
North Seventh Street	34 48		34 48	8	39 60	2 00	41 60
South Market Street	63 94		63 94	74	344 40	4 00	348 40
South Market Street Annex	5 96		5 96	3⅛	15 22	2 00	17 22
Bowery Street	5 45		5 45	2⅓	12 38		12 38
Hamburg Place	37 29		37 29	57⅓	268 25	4 00	272 25
Hawkins Street				32	206 80	4 00	210 80
Clover Street	2 40		2 40	10⅓	51 68	2 00	53 68
Morton Street	20 74		20 74	85⅓	394 91	4 00	398 91
Eighteenth Avenue	42 30		42 30	82⅓	384 51	4 00	388 51
Monmouth Street	111 13		111 13	114¼	524 84	4 00	528 84
Miller Street	95 15		95 15	46	212 20	4 00	216 20
Central Avenue	36 31		36 31	44	206 81		206 81
Lock Street	30 75		30 75	4	18 80	2 00	20 80
Evening Drawing	7 57		7 57	1	4 85	25	5 10

TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for New Boilers, Furniture and Wall Slates; Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal	33	$1 739 95	$202 88	$180 03	$2,122 86		$2,122 86	$6 15	$64 33
High	720	23,244 21	2,388 01	1,617 70	27,249 92	$844 33	28,094 25	3 32	37 85
High Annex	74	614 93	9 20	422 89	1,047 02		1,047 02	12	14 15
Burnet Street Grammar	364	6,327 40	326 36	1,096 74	7,750 50	137 14	7,887 64	90	21 29
Burnet Street Primary	296	4,020 88	200 97	822 56	5,044 41	102 86	5,147 27	68	17 04
Eagles Street Primary	50	648 95	7 27	224 58	880 80		880 80	15	17 62
State Street Primary	424	6,147 40	146 63	946 69	7,240 72	28 76	7,269 48	35	17 08
James Street Industrial	149	1,805 48	44 96	610 18	2,460 62		2,460 62	30	16 51
Market Street Primary	396	5,924 26	190 63	1,055 54	7,170 43	162 68	7,333 11	48	18 11
Washington Street Grammar	356	6,816 56	598 74	919 18	8,334 48	139 20	8,473 68	1 68	23 41
Washington Street Primary	300	3 753 36	221 61	611 47	4,586 44	92 80	4,679 24	74	15 29
Marshall Street Primary	185	2,612 04	131 29	874 45	3,617 78		3,617 78	71	19 56
Lawrence Street Grammar	277	5,309 46	389 56	900 33	6,599 35	64 17	6,663 52	1 41	23 82
Lawrence Street Primary	226	3,097 71	147 67	643 13	3,888 51	45 83	3,934 34	65	17 21
Commerce Street Primary	232	3,004 82	37 49	736 87	3,779 18	395 21	4,174 39	16	16 29
Colored	157	2,668 51	151 24	474 97	3,294 72	89 66	3,384 38	96	20 99
Lafayette Street Grammar	221	3,898 81	332 43	557 24	4,788 48	98 33	4,886 81	1 50	21 67
Lafayette Street Primary	508	6,779 38	295 23	1 114 69	8,189 30	196 65	8,385 95	58	16 12
Newton Street Grammar	369	5,954 55	430 43	864 78	7,249 76	123 00	7,372 76	1 17	19 65
Newton Street Primary	579	6,190 78	118 21	864 77	7,173 76	123 00	7,296 76	20	12 39
Camden Street Primary	672	7,332 31	305 69	1,129 20	8,767 20	753 51	9,520 71	45	13 05
South Tenth Street Primary	479	5,737 25	256 51	1,335 80	7,329 56	505 48	7,835 04	54	15 30
Holland Street Primary	88	976 11	19 98	359 54	1,355 63		1,355 63	23	15 40
Thirteenth Avenue Primary	434	629 96	359 21	1,010 71	1,999 88		1,999 88	83	4 61
Wickliffe Street Primary	334	3,710 53	92 36	791 63	4.594 52		4,594 52	28	13 76

Summer Avenue Grammar	386	6,624	90	414	36	905	35	7,944	61	40 52	7,985	13	1 07	20 58
Summer Avenue Primary	238	2,555	07	134	55	503	01	3,192	63	22 52	3,215	15	57	13 41
Summer Avenue (Annex) Primary	117	1,381	75	13	64	721	25	2,116	64		2,116	64	12	18 09
Webster Street Intermediate	178	3,089	00	147	09	447	69	3,683	78	38 16	3,721	94	83	20 70
Webster Street Primary	414	5,422	48	145	81	895	53	6,463	82	76 31	6,540	13	35	15 61
Bloomfield Avenue Primary	93	1,197	36	22	61	466	82	1,686	79		1,686	79	24	18 14
Elliot Street Primary	232	3,023	22	163	75	915	01	4,101	98	168 51	4,270	49	71	17 68
Chestnut Street Grammar	459	7,861	11	493	26	917	22	9,271	59	346 89	9,618	48	1 07	20 20
Chestnut Street Primary	317	3,774	05	127	03	550	29	4,451	37	208 13	4,659	50	40	14 04
Oliver Street Grammar	380	6,961	68	631	46	945	83	8,538	97	904 22	9,443	19	1 66	22 47
Oliver Street Primary	279	3,800	78	228	72	630	52	4,660	02	602 82	5,262	84	82	16 70
South Street Primary	379	5,697	14	241	53	1,105	06	7,043	73	594 44	7,638	17	64	18 59
Walnut Street Primary	376	5,267	50	212	76	933	03	6,413	29	38 86	6 452	15	57	17 06
Houston Street Primary	91	1,168	58	41	42	440	73	1,650	73		1,650	73	46	18 14
South Eighth St. Grammar	304	6,183	16	208	02	808	67	7.198	85	389 90	7,589	75	68	23 68
South Eighth Street Primary	312	3,981	22	80	87	606	58	4,668	67	292 43	4,961	10	26	14 96
Roseville Avenue Primary	313	4,034	60	89	54	925	32	5,049	46	343 07	5,392	53	29	16 13
North Seventh St. Primary	166	1,967	92	117	58	616	38	2,701	88	923 24	3,625	12	71	16 28
South Market St. Grammar	207	4,648	65	290	51	655	01	5,594	17	308 96	5,903	13	1 40	27 02
South Market Street Primary	368	3,916	15	209	56	655	00	4,780	71	308 95	5,089	66	57	12 99
S. Market St. (Annex) Primary	48	627	66	6	25	402	19	1,036	10		1,036	10	13	21 59
Bowery Street Primary	80	1,183	24	18	75	443	81	1,645	80		1,645	80	23	20 57
Hamburg Place Intermediate	106	1,608	36	147	10	193	37	1,948	83	25 00	1,973	83	1 39	18 39
Hamburg Place Primary	697	7,548	62	299	33	1,160	17	9,008	12	150 05	9,158	17	43	12 92
Hawkins Street Primary						645	35	645	35		645	35		
Clover Street Industrial	85	1,166	34	50	84	267	69	1,484	87		1,484	87	60	17 47
Morton Street Grammar	322	6,020	87	214	96	665	66	6.891	49	216 25	7,107	74	67	21 40
Morton Street Primary	602	6,543	43	273	47	901	63	7.718	53	297 34	8,015	87	45	12 82
Eighteenth Av. Intermediate	132	2,229	04	94	54	262	42	2.586	00	51 44	2,637	44	72	19 59
Eighteenth Avenue Primary	702	8,605	66	219	01	1,224	43	10,049	10	240 07	10,289	17	31	14 31
Monmouth Street Primary	628	6,857	89	765	52	1,865	95	9,489	36	941 07	10,430	43	1 22	15 11
Miller Street Intermediate	164	1,254	16	469	33	215	56	1,939	05	80 60	2,019	65	2 86	11 82
Miller Street Primary	506	5,447	03	316	29	1 209	63	6.972	95	437 22	7,410	17	63	13 78
Central Avenue Grammar	301	5,124	05	212	69	720	87	6,057	61	268 97	6,326	58	71	20 12
Central Avenue Primary	348	4,502	14	131	92	823	83	5.457	89	307 39	5,765	28	38	15 68
Lock Street Primary	192	2,658	81	40	86	577	17	3,276	84	118 09	3,394	93	21	17 07
Lafayette Street Evening	232	1,622	50	108	37	350	60	2,081	47		2,081	47	47	8 97
Newton Street Evening	207	1,445	75	40	37	297	29	1,783	41		1,783	41	20	8 62

TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for New Boilers, Furniture and Wall Slates; Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Webster Street Evening	200	1,292 50	73 44	233 97	1,599 91		1,599 91	37	8 00
South Market Street Evening	272	1,671 00	61 08	258 30	1,990 38		1,990 38	22	7 32
Morton Street Evening	404	2,624 15	73 24	457 70	3,155 09		3,155 09	18	7 81
Central Avenue Evening	227	1,516 78	52 06	215 42	1,784 26		1,784 26	23	7 86
Evening Drawing	207	1,035 00	49 91	641 05	1,725 96	167 04	1,893 00	24	8 34
Newton Street Summer	487	362 40	3 57	24 00	389 97		389 97	1	80
Wickliffe Street Summer	155	143 61	60 29	9 00	212 90		212 90	39	1 37
Webster Street Summer	283	190 96	8 41	12 00	211 37		211 37	3	75
South Street Summer	138	129 13	3 41	8 00	140 54		140 54	2	1 02
Hamburg Place Summer	376	275 26	19 54	18 00	312 80		312 80	5	83
Morton Street Summer	410	322 37	17 53	21 00	360 90		360 90	4	88

Annual cost per pupil in Normal School, $64.33; in High School, $35.64; in Grammar Schools, $21.85; in Intermediate Schools, $17.51; in Primary Schools, $14.90; in Industrial Schools, $16.86; in Colored School, $20 99; in the Day Schools, $17.53; in the Evening Schools, $8.07; in the Summer Schools, $0 88.

TABLE G.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
Normal		1		35	35	33	31	10	*8	33		1		1	4	3	15	1		47	14
High	7	13	329	488	817	720	647	10	†768	51	529	77	55	105	43	39	414	19	6	32	43
GRAMMAR SCHOOLS.																					
Burnet Street	1	8	187	225	412	364	336	10	412	26	277	31	24	54	26	26	13	8	3	22	10
Washington Street	1	9	209	212	421	356	320	10	421	5	276	46	29	65	7	7	52	9		39	35
Lawrence Street	1	7	145	184	329	277	249	10	329	20	197	29	30	53	7	6	79	7		31	16
Lafayette Street	1	5	108	135	243	221	181	10	243	53	104	31	16	39	9	8	72	5	2	15	14
Newton Street	1	8	223	205	428	369	342	10	428	39	254	41	39	55	27	22	60	8		13	28
Summer Avenue	1	8	184	256	440	386	354	10	‡439	10	300	45	37	48	10	10	6	8	4	10	8
Chestnut Street	2	9	230	298	528	459	417	10	528	13	343	73	31	68	16	16	97	10	3	29	9
Oliver Street	1	9	158	281	439	380	350	10	439	42	269	40	39	49	20	20	20	9	6	16	12
South Eighth Street	1	8	178	182	360	304	273	10	360	10	225	42	30	53	10	10	115	8		14	18
South Market Street	1	5	131	118	249	207	190	10	249	103	67	21	12	46	15	13	137	5	1	10	7
Morton Street	1	8	218	160	378	322	293	10	378	10	229	60	26	53	10	9	54	8	1	31	15
Central Avenue	1	7	172	180	352	301	270	10	352	18	203	45	41	45	18	14	286	7	1	14	15
Total in Grammar Schools.	13	91	2,143	2,436	4,579	3,946	3,575	10	4,578	349	2,744	504	354	628	175	161	991	92	21	244	187
Webster St. Intermediate	1	4	91	119	210	178	161	10	210	27	107	28	15	33	4	4	30	4		12	7
Hamburg Place "	1	2	60	63	123	106	97	10	123	44	35	16	14	14	7	7	1	2		7	25
Eighteenth Ave. "	1	3	76	85	161	132	120	10	161	4	88	30	12	27	4	3	6	3	1	22	6
Total in Grammar Grades.	16	100	2,370	2,703	5,073	4,362	3,953	10	5,072	424	2,974	578	395	702	190	175	1,028	101	22	285	225

TABLE G--Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
PRIMARY SCHOOLS.																					
Burnet Street		6	157	213	370	296	267	10	370	1	215	42	23	89	1		22	6	1	22	10
Eagles Street		1	60		60	50	45	10	60	1	33	11	3	12			23	1	1	7	6
State Street		11	271	291	562	424	384	10	562	40	261	83	80	98	11	10	31	10		8	21
Market Street	1	7	238	286	524	396	353	10	524	4	251	80	52	137	4	4	23	7		41	10
Washington Street		6	194	213	407	300	263	10	407	2	192	56	38	119	3	3	78	6	1	39	35
Marshall Street		4	116	117	233	185	167	10	233	33	99	40	23	38			54	4	1	5	29
Lawrence Street		5	159	138	297	226	204	10	297	2	151	40	35	69	2	2	83	5	7	31	16
Commerce Street		5	153	176	329	232	199	10	329	3	122	60	41	103	3		193	5	1	10	9
Lafayette Street		10	347	341	688	508	424	10	688	110	214	99	77	188	4	3	89	10		15	14
Newton Street		10	353	348	701	579	519	10	701	11	421	98	50	121	10	10	58	10		13	28
Camden Street	1	12	475	382	857	672	574	10	857	6	410	136	102	203	5	5	10	12	1	8	17
South Tenth Street	1	9	330	298	628	479	427	10	628	11	310	87	67	153	11	11	46	9	1	4	11
Holland Street		2	70	54	124	88	77	10	124	1	45	26	18	34	1	1	14	2		2	4
Wickliffe Street		7	251	238	489	334	288	10	489	11	187	62	62	167			112	6	2	9	5
Summer Avenue		4	136	158	294	238	199	10	294	1	141	71	30	51	1	1	3	4		10	8
Summer Avenue Annex		2	78	79	157	117	107	10	157	9	70	22	16	40	2	2	27	2		6	6
Webster Street		8	274	259	533	414	361	10	533	38	237	76	54	128	1	1	233	8	1	12	7
Bloomfield Avenue		2	86	67	153	93	79	10	153		44	19	25	65			88	2		3	
Elliot Street		5	157	158	315	232	201	10	315	2	136	53	42	82	2	1	288	6	8	5	4
Chestnut Street		6	219	221	440	317	276	10	440	3	185	72	40	140	3	3	75	6	1	29	9
Oliver Street		6	207	187	394	279	239	10	394	4	165	48	40	137	2	2	16	6	3	16	12
South Street	1	8	282	290	572	379	326	10	572	3	210	86	67	206	3	2	64	8		15	150
Walnut Street	1	8	270	215	485	376	337	10	485	10	255	54	58	108	10	10	97	8	6	7	15
Houston Street		2	69	69	138	91	80	10	138	1	48	23	7	59	1		32	2	1	2	5
South Eighth Street		6	236	199	435	312	262	10	435		160	86	47	142			309	6	2	14	18
Roseville Avenue		7	193	220	413	313	271	10	413	7	193	79	27	107	7	4	207	6	3	4	16
North Seventh Street		3	135	114	249	166	141	10	249		85	34	32	98			251	3		5	9
South Market Street		7	267	236	503	368	331	10	503	189	81	48	47	138	11	11	381	7	3	10	7
South Market Street Annex		1	38	34	72	48	43	10	72	6	20	12	8	26			56	1		2	2
Bowery Street		2	61	62	123	80	67	10	123	20	30	13	13	47	1	1	151	2		2	2
Hamburg Place		12	459	456	915	697	624	10	915	174	281	141	96	223	15	15	7	12	2	6	25
Morton Street		11	421	437	858	602	527	10	858	12	358	132	79	277	12	12	158	11	2	31	15
Eighteenth Avenue		14	485	505	990	702	613	10	990	2	397	194	97	300	2	2	14	14	4	22	6
Monmouth Street	1	13	508	469	977	628	542	10	977	6	342	150	94	385	6	5	23	13		31	8
Miller Street		11	306	297	603	506	447	10	603	58	296	81	49	119	6	6	21	10	4	20	32
Central Avenue		7	206	224	430	348	308	10	430	6	230	84	41	69	6	6	331	7	2	14	15
Lock Street		4	167	152	319	192	160	10	319	1	84	52	32	150	1	1	79	4		2	8
Total in Primary Schools	6	244	8,434	8,203	16,637	12,267	10,732	10	16,637	788	6,959	2,550	1,712	4,628	147	134	3,747	241	58	482	594

TABLE G--Continued.

NAME AND GRADE OF SCHOOL.	No of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No who have attended 4 months, but less than 6	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
James Street Industrial		3	124	137	261	149	119	10	261	12	49	38	58	104	2	2	306	3		3	2
Clover Street Industrial		2	68	81	149	85	77	10	149	3	36	18	19	73	3	3	87	2		1	3
Total in Primary Grades.	6	249	8,626	8,421	17,047	12,501	10,928	10	17,047	803	7,044	2,606	1,789	4,805	152	139	4,140	246	58	486	599
Colored	1	3	125	117	242	157	128	10	242	76	26	40	29	71	8	6	1,232	4		5	7
Total in Day Schools	30	366	11,450	11,764	23,214	17,773	15,687	10	23,137 ‖	1,387	10,573	3,302	2,268	5,684	397	362	6,829	371	86	855	888
EVENING SCHOOLS																					
Lafayette Street	3	6	355	95	450	232	179	5										8	3	5	10
Newton Street	5	3	295	47	342	207	154	5										7	5	3	15
Webster Street	2	6	218	94	312	200	139	5										7	2	4	4
South Market Street	3	7	321	108	429	272	190	5										9	3	4	4
Morton Street	3	10	543	140	683	404	294	5										12	5	7	15
Central Avenue	4	5	278	103	381	227	179	5										8	3	4	7
Evening Drawing	4		300		300	207	180	6										6		6	3
Total in Evening Schools.	24	37	2,310	587	2,897	1,749	1,315	5										57	21	33	58

* In Normal School over 18, 27. † In High School over 18, 49. ‡ In Summer Avenue School over 18, 1. ‖ In Day Schools over 18, 77.

RULES.

RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the

city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex-officio* a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special committee, stating the duties assigned and the names of his

associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require; and his compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating ventilation and repairs of school houses, under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committees named may require; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The standing committees for the year shall be as follows:

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, three members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations; supervise and examine the accounts of receipts

and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs; shall visit and

examine the school houses, and report to the Board at the regular meeting in May, the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed in the office of the City

Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL AND TRAINING SCHOOL, HIGH SCHOOL, EVENING SCHOOLS AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The Committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation, until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies of books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they may deem proper. They shall

also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of pupils and teachers.

21. THE COMMITTEE ON RULES AND LEGISLATION shall examine into all new rules, including proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools, and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides to ascertain the number of children of school age, in each district, who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age are employed in factories, contrary to law, and

recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars ($25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and if required by the President, or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate, no motion shall be received, except—

To adjourn,
To lie on the table,
The previous question,
To commit,
To postpone indefinitely,
To postpone to a time certain,
To amend,

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

AMENDMENTS.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.

REGULATIONS.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS.

I.—SYSTEM AND GRADE.

I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows:

Primary,
Grammar,
High,
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing and such other branches, including the Latin, Greek, German and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Com-

mittee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The colored schools, in their relation to the High School, as to candidates for admission thereto, shall rank as grammar schools.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may at their discretion re-admit pupils who may have lost their membership by absence.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

NORMAL SCHOOL.

A Normal School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus

engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

- Intermediate Schools,
- Evening Schools,
- Industrial Schools,
- Colored Schools.

INTERMEDIATE SCHOOLS.

The Intermediate schools shall consist of the primary grades, together with the third and fourth grades

grammar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The Colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

II.—TERMS AND VACATIONS.

1. TERMS.

The school year shall commence on the second Monday in September and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's Day, inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

III.—SESSIONS.

1. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms five days in each week, from Monday to Friday, inclusive; and there shall be two sessions daily: a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school-room, near the middle of the session. In the fourth grade of the primary departments, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

3. INDUSTRIAL SCHOOLS.

In the Industrial schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

4. SINGLE SESSIONS.

Upon extremely stormy days, the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

5. EVENING SCHOOLS.

The Evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday, inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

1. ADMISSION.

(*a*) *Sanitary Condition.*—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school and re-admitted only on a certificate of a physician and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(*b*) *Personal.*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which "permit" shall also receive the written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class-room than there are regular seats in such class-room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7:30 P. M.

5. ABSENTEES.

(*a*) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence.

(*b*) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

6. INSTRUCTION.

(*a*) *School-room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations

therefrom as the City Superintendent may in his discretion order in any school or class.

(*b*) *Preparation of lessons out of school.*—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

7. DISCIPLINE.

(*a*) *Detention.*—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismission of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(*b*) *Corporal punishment.*—Corporal punishment may be inflicted for willful insubordination, by the principal alone, who shall keep a record of each instance of such punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(*c*) *Suspension.*—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class-rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

12. EXAMINATIONS.

(*a*) *Term.*—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(*b*) *Annual.*—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent ; and all the grades, from the first primary to the first grammar, inclusive, shall be examined in the same manner, and under uniform regulations. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

13. BOOKS AND STATIONERY.

(*a*) *Supply.*—Books, stationery and other articles needed in the school-room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(*b*) *Damages.*—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision " c," under head of " Discipline."

VI.—TEACHERS.

1. RANK AND DESIGNATION.

The Teachers shall rank, and in all records and schedules of the Board be designated, as—

Principals,
Vice-Principals,
Head Assistants,
Assistants.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(*a*) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection, such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(*b*) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(*c*) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties pre-

scribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and class-rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(*d*) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismission, as he may deem necessary.

3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(*a*) *Hours.*—All teachers shall be in attendance at their stations or class-rooms, and prepared for duty fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(*b*) *Register.*--Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absences under the heads "with permission" and "without permission," the tardiness

under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(*c*) *Tardiness.*—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(*d*) *Visiting for instruction.*—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

5. SALARIES.

(*a*) *Schedules.*—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(*b*) *Increase.*—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(*c*) *Payments and deductions.*—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of

school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(*d*) *Absences.*—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(*e*) *Forfeiture.*—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

(*f*) *Relief.*—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements.*—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations.*—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

6. SUBSTITUTES.

(*a*) *Appointment.*—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent,

who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay.*—The pay of substitutes shall be, in the High School, $1.50 per day; in the grammar classes, $1.25; and in the primary classes, $1.00 per day for females; for males in either school, $3.00 per day, and in the evening schools, $1.00 per session for both males and females.

VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building, on the third Saturday of September, January and April, at which the principals and assistants of the primary schools shall attend.

Also, a Teachers' Institute shall be held at same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

VIII.—BUILDINGS.

I. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows :

The Burnet Street grammar school district shall be the First Ward, that portion of the Fifteenth Ward north of Sussex avenue and east of Boyden street, and that portion of the Second Ward north of the Morris canal.

The Burnet Street primary school district shall be that portion of the First Ward south of the Morris and Essex railroad (except that portion south of Lombardy street, continuing said line of Lombardy street to the river, and east of Broad street), and that portion of the Fifteenth Ward north of Sussex avenue, east of Boyden street and south of the Morris and Essex railroad.

The State Street primary school district shall comprise those portions of the First and Fifteenth Wards north of the Morris and Essex railroad, and that portion of the Eighth Ward east of Chatham street and south of

Seventh avenue to High street, thence south on High to Clay street, thence down Clay street to the river.

The Market Street primary school district shall be the Second Ward.

The Washington Street grammar school district shall be the Third Ward, and that portion of the Second Ward south of Market street.

The Washington Street primary school district shall be the Third Ward.

The Lawrence Street grammar school district shall be the Fourth Ward, and that portion of the Second Ward north of Market street and south of the Morris canal.

The Lawrence Street primary school district shall be the Fourth Ward, and that portion of the First Ward lying south of Lombardy street, and continuing said line of Lombardy street to the river and east of Broad street.

The Lafayette Street grammar and primary school districts shall be the Fifth Ward, and that portion of the Twelfth Ward west of Jackson street.

The Newton Street grammar school district shall be the Sixth Ward.

The Newton Street primary school district shall be all that portion of the Sixth Ward east of Hunterdon street, except that portion assigned to Wickliffe street school.

The Camden Street primary school district shall be that portion of the Sixth Ward lying between South Sixth street and Hunterdon street, and that portion of the Thirteenth Ward lying west of Hunterdon, north of Rose street and extending to the easterly boundary of South Tenth Street school.

The South Tenth Street primary school district shall be all of that portion of the Sixth Ward west of South

Sixth street, and that portion of the Thirteenth west of an imaginary line drawn from the junction of Waverly avenue and Springfield avenue to the head of Brenner street, thence following line of Woodland Cemetery to South Tenth street, thence south to ward line.

The Wickliffe Street primary school district shall be that portion of the Seventh Ward south of Warren street and east of Wallace place and Hudson street, and that portion of the Sixth Ward east of Boston street north of South Orange avenue.

The Summer Avenue grammar school district for first and second grades shall be all of the Eighth Ward, and for third and fourth grades that portion of the Eighth Ward lying north of a line through centre of Gouverneur street from the river to Belleville avenue, thence to Crittendon street, thence to end of said street and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Summer Avenue primary school district shall be that portion of the Eighth Ward lying south of Abington avenue and Gully road to the river and north of Bloomfield avenue from ward line to junction of Summer avenue; thence, in a direct line to end of Crittenden street, thence on said street to Belleville avenue, thence to Gouverneur street, thence to the river.

The Webster Street intermediate (third and fourth grades grammar department) school district shall be that portion of the Eighth Ward lying south of central line of Gouverneur street to Belleville avenue, thence to Crittenden street, thence to end of said street and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Webster Street primary school district shall be the same as the Webster Street intermediate school district (except those portions of the ward assigned to the State Street and North Seventh Street primary school districts.)

The Elliot Street primary school district shall be that portion of the Eighth Ward east of the Morris canal and north of Abington avenue and Gully road to the river.

The Chestnut Street grammar school district shall comprise the Ninth and Fourteenth Wards.

The Chestnut Street primary school district shall comprise that portion of the Ninth Ward north of Thomas street, including the North side of Thomas street.

The Oliver Street grammar school district shall be the Tenth Ward.

The Oliver Street primary school district shall be the Tenth Ward (except those portions assigned to the South, Walnut and Houston street schools).

The South Street primary school district shall include all that part of the Tenth Ward south of the centre of Johnson street, east to Pacific street, thence east in a direct line to Sandford street.

The Walnut Street primary school district shall be that portion of the Tenth Ward south of Elm street and bounded by Sandford, Oliver, Jefferson, Warwick, Pacific and Garden streets and Railroad avenue.

The Houston Street primary school district shall be that portion of the Tenth Ward east of Sandford street.

The South Eighth Street grammar school district shall be the Eleventh Ward.

The South Eighth Street primary school district shall be that portion of the Eleventh Ward lying south of the central line of Dickerson street and Ninth avenue.

The Roseville Avenue primary school district shall be that portion of the Eleventh Ward lying between the central line of Dickerson street and Ninth avenue and the Newark and Bloomfield railroad.

The North Seventh Street primary school district shall be that portion of the Eleventh Ward lying north of the Newark and Bloomfield railroad, and that portion of the Eighth Ward lying west of central line of Parker street and south of central line of Abington avenue and west of Morris canal.

The South Market Street grammar school district shall be that portion of the Twelfth Ward lying east of Jackson street.

The South Market Street primary school district shall be that portion of the Twelfth Ward easterly from a line running through Ferguson street southerly from the river to South Market street, thence to Frederick street, thence to Westcott street, thence to Darcy street, thence to Hamburg place and ward line.

The Hamburg Place intermediate and primary school districts shall be that portion of the Twelfth Ward between the centre of Jackson street and the westerly boundaries of the South Market Street primary school district.

The Morton Street grammar school district and the Eighteenth Avenue intermediate school district shall be the Thirteenth Ward.

The Morton Street primary school district shall be that portion of the Thirteenth Ward described as follows: Commencing at High street, corner West Kinney street, thence west to Belmont avenue, thence north to Springfield avenue, thence east to High street, thence south to West Kinney street.

The Eighteenth Avenue primary school district shall be that portion of the Thirteenth Ward bounded by South Tenth street, Springfield avenue, Belmont avenue, Montgomery street, Charlton street, Avon avenue and ward line.

The Monmouth Street primary school district shall be that portion of the Thirteenth Ward described as follows: Commencing at High street, corner West Kinney, thence west to Charlton street, thence south to ward line, thence east to High street, thence north to West Kinney street.

The Miller Street primary school district shall be the Fourteenth Ward and that portion of the Ninth Ward south of Thomas street, including the south side of Thomas street.

The Central Avenue grammar school district shall comprise the Seventh Ward and that portion of the Fifteenth Ward not assigned to the Burnet Street school district.

The Central Avenue primary school district shall comprise that portion of the Fifteenth Ward south of the Morris and Essex railroad, west of Boyden street and south of Sussex avenue; that portion of the Seventh Ward north of Warren street and west of Wallace place and Hudson street; and that portion of the Seventh Ward east of Morris avenue, north of Bank street and south of the Morris canal.

X.—MISCELLANEOUS.

1. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur,

shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all other orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

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